

Thursday 19th March

Morning Challenge

Inference

1. Where in the world might this be?
2. Who do you think the statue might be of?
3. Why is the submarine exploring this location?
4. How do the submarine's crew feel?
5. How did the buildings come to be submerged?
6. What do you think will happen next?



Thursday 19th March

TBAT: spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'.

- During history lessons, we learned about a terrible _____ that spread across the country.
- The cat ran off like a _____ and no one could catch it.
- The instructions were so _____ that I didn't know what to do.
- After running around at lunch, I started to feel _____.
- The snowflake had a _____ pattern that no one had seen before.

league	plague	rogue	vague	fatigue
unique	antique	mosque	cheque	technique

19.03.26

TBAT: double two digit numbers.

Times table practice

3x table.

Label the counting stick - what numbers first and why?

(Post its)



19.03.26

TBAT: double 2-digit numbers.

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

Daily 10

Mental Maths Challenge



19.03.26

TBAT: double 2-digit numbers.

3 in 3

1. $56 + 72 = \underline{\quad\quad} - 65$

2. $\underline{\quad\quad} \times 3 = 39$

Challenge

A bottle hold 1 litre of water. I drank 235 ml. How much water is left?

3. The words on these cards should match the numerals. Write down the **incorrect** one.

seventy-two
72

nineteen
90

one thousand
1,000

seven hundred
700

19.03.26

TBAT: double 2-digit numbers.

Doubles

$$2 + 2 = 4$$

●	●	●	●	

What does the word 'double' mean?

Dictionary definition:

Adjective

consisting of two equal, identical, or similar parts or things.

19.03.26

TBAT: double 2-digit numbers.

Talk partners

How would you solve these questions?

Double



Double 56

19.03.26

TBAT: double 2-digit numbers.



A diagram showing base ten blocks representing the number 68. It consists of two rows of blocks. The top row has three red blocks labeled '10' and four yellow blocks labeled '1'. The bottom row has three red blocks labeled '10' and four yellow blocks labeled '1'. Below the blocks, the number 68 is written in a dark blue font.



A diagram showing base ten blocks representing the number 72. It consists of three rows of blocks. The top row has three red blocks labeled '10' and two yellow blocks labeled '1'. The middle row has two red blocks labeled '10'. The bottom row has two red blocks labeled '10'. Below the blocks, the number 72 is written in a green font.

Challenge: Poppy says that double 55 is 105. Is she correct?
Explain your answer.

19.03.26

TBAT: double 2-digit numbers.

Independent - double the numbers below.

1.



2.



3. Double 37

4. Double 72

5. Double 84

RP: A lolly costs 37p. Lucy has 75p in her purse. Does she have enough money to buy two lollies?
Explain your answer.

19.03.26

TBAT: double 2-digit numbers.

Challenge

Sita earns £15 every time she helps her mum tidy the house. If she helps her mum twice, how much money does she earn?



Mastery

The children have been asked to calculate double 40.

$4 + 4 = 8$ so
 $40 + 40 = 80$

40, 50, 60, 70, 80,



Selma



Jay

Whose method is the best?

Explain why.

Use Selma's method to calculate the answer to double 60.



Greater depth

3) Is this statement true or false?



If you double any number, the total will always be even.

Prove it and explain your reasoning.

Thursday 19th March

TBAT: write an informal letter.

Horses on the Front Line

- In the 1914–1918 war, armies had cavalries that were used in front line battles in France, Belgium and North Africa.
- Horses, mules and donkeys were essential for transporting weaponry and supplies on the front line. These animals could often cope with the wet, muddy conditions on the western front better than motor vehicles.
- Thousands of horses and mules were killed on the front line.



Indian Army cavalry on the western front

3 in 3

1. When was the first world war?
2. What were the three main animals used to transport weaponry?
3. Why were animals used instead of motor vehicles?

List synonyms for 'upset'.

Thursday 19th March
TBA T: write an informal letter.

Read through your plan. You are now going to extend each bullet point to create your letter.

You **must** remember to set your writing out as a letter.

The diagram illustrates the structure of an informal letter on a set of blue horizontal lines. A vertical red line is drawn on the left side. The text is as follows:

- Date:** 8th June 2017
- Address of the sender:** 99 Toytown Avenue,
Arklow,
Co. Wicklow,
W45321
IRELAND
- Dear...:** Dear John and Amy,
(the person/people you are sending the letter to)
- Your message:** I hope you are well. I am writing to say thank you for the lovely gift you sent me for my birthday. The coat is beautiful and I am wearing it a lot. Please come to visit again soon.
- Say goodbye:** Love from,
Susie

British Army B Company,
3rd Regiment
Army Post Office 17
France

12th May 1917

Dear Mother and Father,

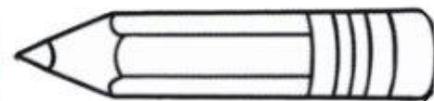
While I have the time, I thought I would write you a letter to say that I am safe and surprisingly well. I also wanted to check in on you both, I hope you are well and that the farm is all okay?

During this War, I have seen soldiers fighting for their lives, smoke that fills the air (which makes it hard to breathe) and just the worst sights that are indescribable. I have heard explosions that make your eardrums ring and the noise continues throughout the night. Despite everything that has happened I do have good news; I finally found and rescued our beautiful Joey! It might have took me three years, but he is now safe and under my care. I feel incredibly lucky to have found my best friend, but I am anxious for what might happen next!

I am missing you so much and I just want to come back home to the farm. I promise you that I will look after Joey and hopefully we will return home very soon.

Love you lots,
Albert.

Informal Letters



Does your informal letter include...

the sender's address?	
the date?	
an appropriate greeting?	
an introduction?	
vocabulary that shows a chatty, informal style?	
a conclusion?	
a complimentary close?	
the sender's name or signature?	

Word Bank

address	enough	thank you
after	favourite	therefore
although	mention	though
answer	please	thought
because	possible	until
before	promise	when
dear	since	

Complimentary Closes

All the best,

Best wishes,

Don't forget to...

I can't wait to...



Love from,

See you soon,

Speak soon,

Talk soon,

Thinking of you,

Until next time,

Sentence Starters

After that,...

Although I...

Before I tell you about...

Did you know that...?

Do you remember when...?

I am writing because...

I am writing to tell you that...

I hope that...

When I next...

Greetings

Dear...

Good afternoon...

Dearest...

Good morning...

Hello...

Greetings...

Hi...

My dear friend...

To...



Key Punctuation

Aa

capital letters

.

full stops

?

question marks

!

exclamation marks

,

commas

'

apostrophes

Thursday 19th March

TBAT: write an informal letter.

If you think you have finished your letter, use the checklist to ensure you have included everything.



1

2

Underline a section (sentence/phrase) if you're not happy/want to go back and change it

Unsure of spelling – need to check

Using smaller number as footnotes (to add to your writing)

Did I include...	✓	✓
	Child	Friend
Structure and Language		
the sender's address?		
the date?		
an appropriate greeting?		
an introduction?		
chatty, informal expressions and style?		
a conclusion?		
a complimentary close?		
the sender's name or signature?		

Thursday 19th March

Q: Why is Jesus' Crucifixion important for Christians?

3 in 3

1. What do Christians remember on Good Friday?

Jesus being born in Bethlehem Jesus dying on the cross
Jesus returning to Jerusalem.

2. Who was with Jesus when he died?

His disciples No one His mother

3. What happened after Jesus died?

He was buried He was taken to a tomb He was left

Write a summary in your book about Good Friday.

Thursday 19th March

Q: Why is Jesus' Crucifixion important for Christians?



The **Good Friday** story can seem like a terrible thing to happen to Jesus, but Christians know that this is not the end of the story.

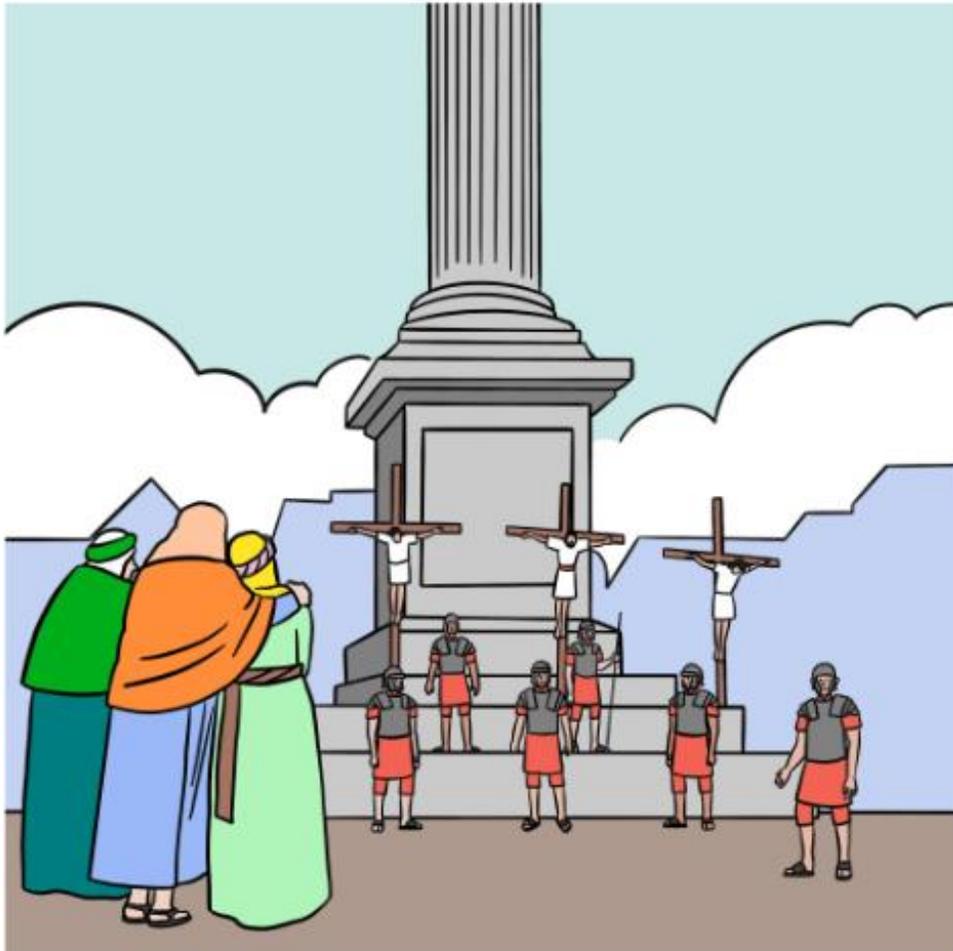
On Easter Sunday, they know that Jesus will be back because He is resurrected.

It means that the story of **Good Friday** is actually a hopeful one.



Thursday 19th March

Q: Why is Jesus' Crucifixion important for Christians?



Asher is also a Christian, but he observes **Good Friday** in a different way.

On **Good Friday**, he goes to Trafalgar Square in London, along with many other people, to watch a special play called a Passion Play.



Asher



Thursday 19th March

Q: Why is Jesus' Crucifixion important for Christians?

Independent Task:

Lucas is feeling confused. He has heard the **Good Friday** story and it seems a very sad story because Jesus was hurt and died.



Lucas

This seems really unfair, Jesus did not do anything wrong. Why did this happen?

Can you create an explanation to answer the question: Why might Christians think the **Good Friday** story is good news?

Explain a way that Christians might remember or commemorate Good Friday?

Thursday 19th March

Q: How can we identify what food gives us nutrition?

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nutritional information

Nutritional information is facts about the content of different foods.

informed decision

An **informed decision** is a choice you make when you have all of the information about the decision topic.

label

A **label** is a sign that gives us information about the thing it is with.

colour-coded

If a set of objects are **colour-coded**, they are in different colours so that people can recognise them.

calorie

Calories are often used as a measurement of the amount of energy that food provides.



Thursday 19th March

Q: How can we identify what food gives us nutrition?



Izzy's sister

It is important that we make **informed decisions** about what we eat.



choosing what to eat

An informed decision is a choice you make when you have gathered all of the information you need.



Thursday 19th March

Q: How can we identify what food gives us nutrition?

This is a **label**. It shows us the type and amount of nutrients contained in this food. Most pre-packed foods in the UK have a **nutritional information** label on the packaging.



Izzy's sister

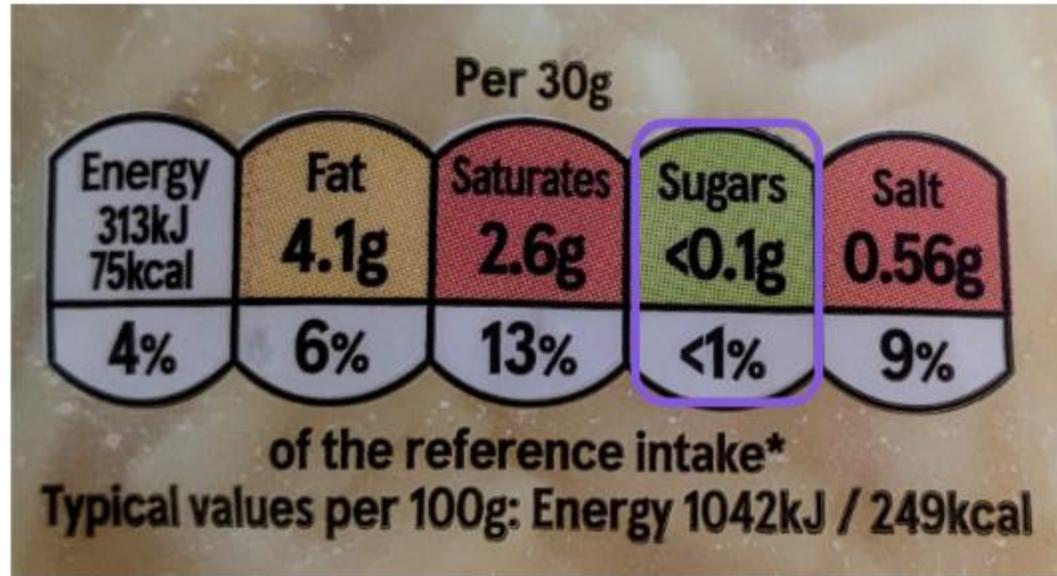
Nutritional Information		
Typical Values	Amount per 100g	Amount per Pie
Energy	1012kJ/252kcal	2265kJ/540kcal
Fat	13.9g	29.7g
of which Saturates	6.5g	14.0g
Carbohydrates	24.3g	52.0g
of which Sugars	1.8g	3.8g
Fibre	1.7g	3.7g
Protein	6.7g	14.4g
Salt	0.99g	2.11g

nutritional information food label



Thursday 19th March

Q: How can we identify what food gives us nutrition?



I observed that some of the **labels** are in different colours. They are red, amber and **green** like a traffic light.



Izzy

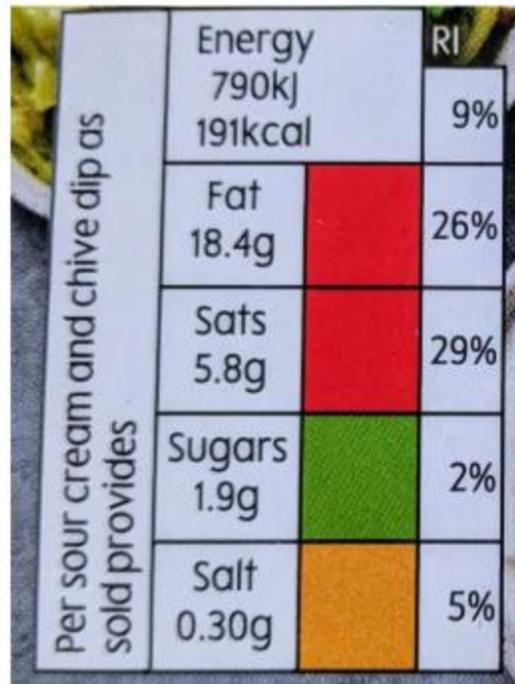
Why do you think this is?



Thursday 19th March

Q: How can we identify what food gives us nutrition?

Colour-coded nutritional information can quickly tell you if the food has high, moderate or low amounts of fat, sugars and salt.



Per sour cream and chive dip as sold provides

	RI
Energy 790kj 191kcal	9%
Fat 18.4g	26%
Sats 5.8g	29%
Sugars 1.9g	2%
Salt 0.30g	5%

Red means high amounts.

Green means low amounts.

Amber means moderate amounts.

Thursday 19th March

Q: How can we identify what food gives us nutrition?

Usually, a food or drink that has all or mostly green on the **label** has small amounts of fat, saturated fat, salt or sugars.

A red **label** means the food is high in fat, saturated fat, salt or sugars.

Saturated fats are fats that come from animal products like butter, ghee, cheese and fatty meats. Dieticians advise eating only very small amounts of fats like these.

Amber means neither high nor low. These foods contain a moderate amount of fat, saturated fat, salt or sugars.

Thursday 19th March

Q: How can we identify what food gives us nutrition?

Thursday 19th March

Q: What do I do if I don't agree?

Talk partners

Do we all have to like and dislike the same things?

We do / do not have to like and dislike the same things
because ...

Thursday 19th March

Q: What do I do if I don't agree?

Read the following discussion. Who do you agree with? Why?

Hannah and Ailsa are having a discussion about sports day. The school has changed the rules so that everyone who takes part in a race gets a medal, but Hannah disagrees with this. She says that only the winners should receive a medal as this is recognition of their achievement and they might not get the chance to get recognition for sport anywhere else. She also says that she thinks it's OK for people to win and lose, as it's part of life.

Ailsa thinks she is being mean and gets angry, saying that of course everyone should get a medal because it's taking part that is the most important thing.

The girls disagree.

Debating rules

1. The debate is chaired by the Speaker, whose decision on all matters is final.
2. You can only speak ONCE during the debate. If you can, develop an argument rather than making a single point.
3. You can 'intervene' as many times as you like. To intervene is to ask a question about a point being made, e.g. to ask, 'Are those statistics up to date?'
4. You can use notes to help you with your speeches and make notes during the debate.
5. If you want to speak during the debate, you should catch the Speaker's eye by standing up as soon as someone has finished speaking. The Speaker will pick someone from those standing up.
6. If you spot someone breaking these rules, you should tell the Speaker. This is called a point of order.

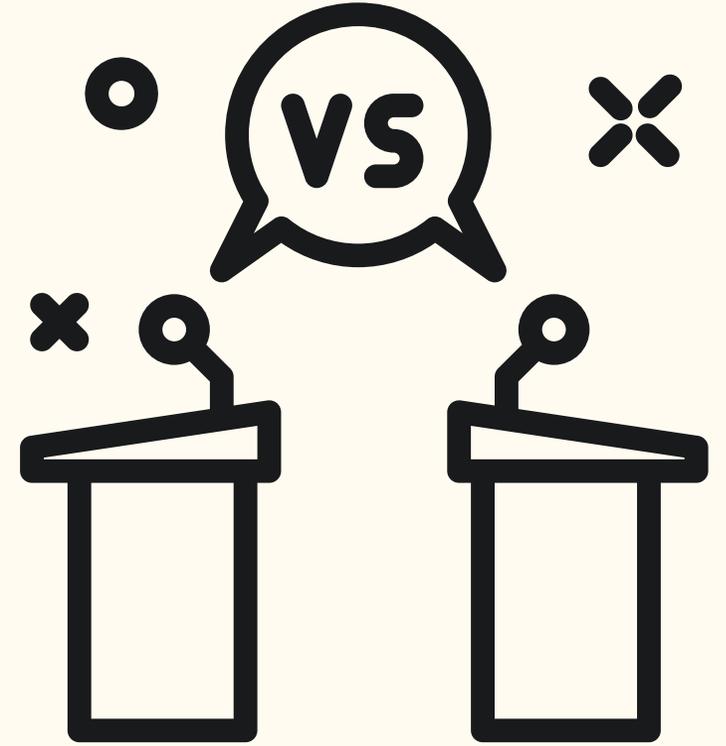


The big debate ...

We are going to choose one of the questions below and split into two groups. One group will be debating **for** and one group will debate **against**.

Should we replace teachers with computers?

Should school hours be changed so that pupils come in later and leave later?



DEBATE

On whiteboards, write down all reasons for or against in the debate. Be prepared to share with the class.

Reflect on the debate

How did you find the debate?

Did it change your opinion?

Was it difficult to give your opinions when others disagree?

What have you learned?

