

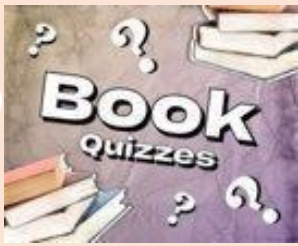
Tuesday 21st April 2026

21.04.26

Morning Challenge

Good  
Morning

TIMES  
TABLES  
ROCK  
STARS



$$\begin{array}{r} 1. \quad 7 \ 5 \ 1 \ 7 \\ - \ 3 \ 8 \ 1 \ 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 6 \ 2 \ 4 \ 6 \\ + \ 5 \ 5 \ 6 \ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 5 \ 0 \ 5 \ 8 \\ - \ 2 \ 1 \ 4 \ 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 6 \ 8 \ 4 \ 2 \\ + \ 3 \ 1 \ 7 \ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 2 \ 8 \ 4 \ 6 \\ - \ 1 \ 4 \ 8 \ 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5 \ 6 \ 8 \ 4 \\ + \ 9 \ 2 \ 5 \ 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 5 \ 5 \ 5 \ 5 \\ - \ 2 \ 3 \ 1 \ 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 7 \ 2 \ 6 \ 2 \\ + \ 1 \ 7 \ 2 \ 2 \\ \hline \\ \hline \end{array}$$

Tuesday 21st April 2026

Close reading session

Close reading means slowing down, rereading and thinking carefully about word choice.

Today, we will be reading an extract from our class novel to explore the relationship between the characters.

# The Grand High Witch

The next day, a man in a black suit arrived at the house carrying a brief-case, and he held a long conversation with my grandmother in the living-room. I was not allowed in while he was there, but when at last he went away, my grandmother came in to me, walking very slowly and looking very sad.

‘That man was reading me your father’s will,’ she said.

‘What is a will?’ I asked her.

‘It is something you write before you die,’ she said.

‘And in it you say who is going to have your money and your property. But most important of all, it says who is going to look after your child if both the mother and father are dead.’

A fearful panic took hold of me. ‘It did say you, Grandmamma?’ I cried. ‘I don’t have to go to somebody else, do I?’

‘No,’ she said. ‘Your father would never have done that. He has asked me to take care of you for as long as I live, but he has also asked that I take you back to your own house in England. He wants us to stay there.’

‘But why?’ I said. ‘Why can’t we stay here in Norway? You would hate to live anywhere else! You told me you would!’

‘I know,’ she said. ‘But there are a lot of complica-

tions with money and with the house that you wouldn’t understand. Also, it said in the will that although all your family is Norwegian, you were born in England and you have started your education there and he wants you to continue going to English schools.’

‘Oh, Grandmamma!’ I cried. ‘You don’t want to go and live in our English house, I know you don’t!’

‘Of course I don’t,’ she said. ‘But I am afraid I must.’

The will said that your mother felt the same way about it, and it is important to respect the wishes of the parents.’

There was no way out of it. We had to go to England, and my grandmother started making arrangements at once. ‘Your next school term begins in a few days,’ she said, ‘so we don’t have any time to waste.’

On the evening before we left for England, my grandmother got on to her favourite subject once again. ‘There are not as many witches in England as there are in Norway,’ she said.

‘I’m sure I won’t meet one,’ I said.

‘I sincerely hope you won’t,’ she said, ‘because those English witches are probably the most vicious in the whole world.’

*'I was not allowed in while he was there'*

What does this phrase tell you about the conversation the adults were having?

*'my grandmother came into me, walking very slowly and looking very sad'*

How is this sentence a 'show, not tell' sentence?

*A fearful panic took hold of me.*

What does this phrase infer about the boy's feelings?

*'Oh, Grandmamma!' I cried. 'You don't want to go and live in our English house, I know you don't!'  
'Of course I don't,' she said. 'But I am afraid I must.'*

What effect do you think the author wanted to have by using 'he cried' instead of 'he said'?

*On the evening before we left for England, my grandmother got on to her favourite subject once again.*

Why has the author returned to the discussion of witches again, even though they are moving to England?

21.04.26

# 9 Times tables

## Times tables

### **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!! (Complete a tally chart on board- first to 10 wins)

Good luck!

21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

3 in 3

1) Twenty-four multiplied by eight =

2) 1000 less than 1097 =

3)  $2.45 + 10.23 =$

**Challenge**

$$0.46 \times 100 = 0.460$$

- Is this correct?
- What should the answer be?

21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

## Key vocabulary

Hundredths

Tenths

Ones

Tens

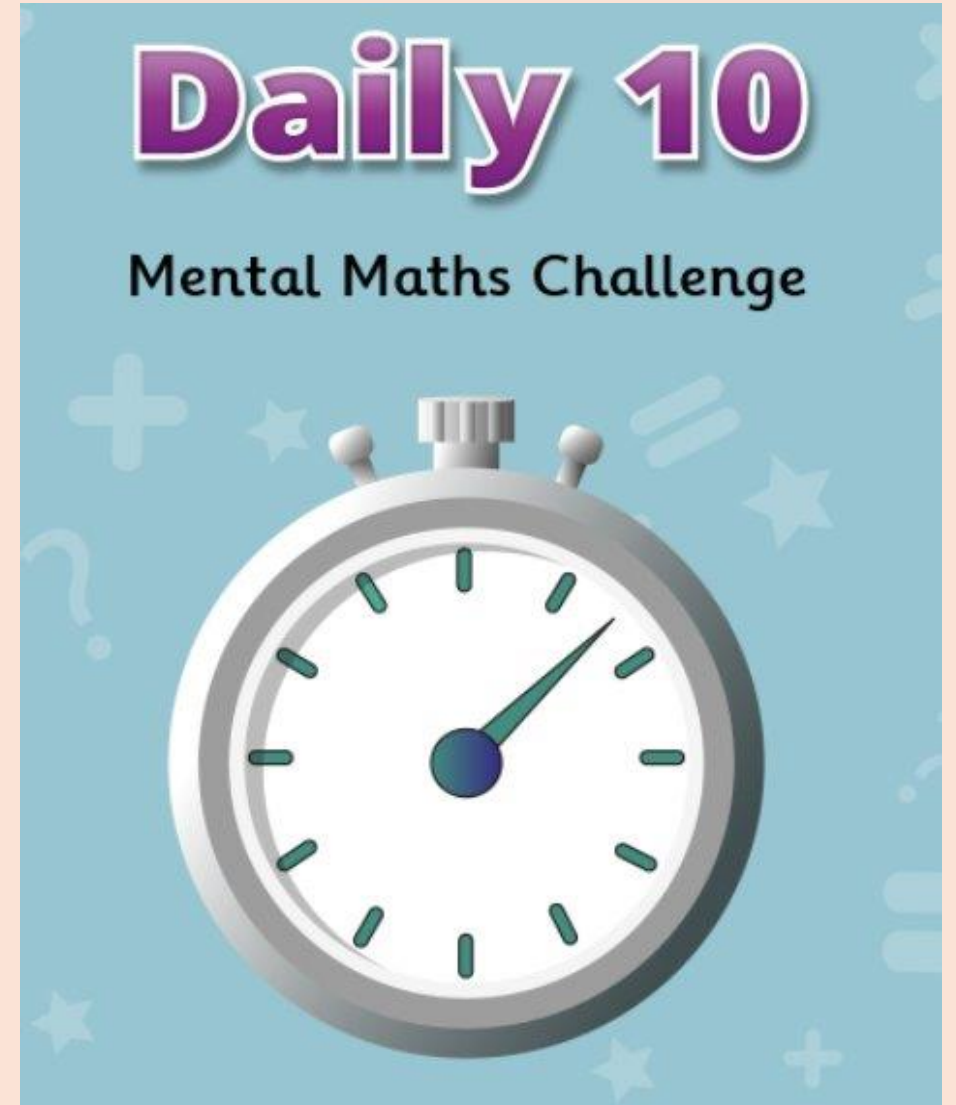
Hundreds

Thousands

multiply

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

Level 4- 9 times  
tables



21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

$$4 \times 100 =$$

$$5 \times 100 =$$

$$8 \times 100 =$$

$$12 \times 100 =$$

What do you notice about your answers?

21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

Write this number on your place value grid: **3**

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
		3			

When you multiply 3 by 10, what will happen to the digits in this number?

The digits will move one place to the **left** because the number is getting **10 times bigger**.

**You must then remember your place holder!**

21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

Write this number on your place value grid: **3**

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
		3			



When you multiply 3 by 100, what will happen to the digits in this number?

The digits will move two places to the **left** because the number is getting **100 times bigger**.

**You must then remember your place holders!**

21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

It works the same with decimals. However, the decimal point never moves!

Whiteboards or PV charts:

**Hint:** multiplying by 10 means the digits move one place to the left!

$$3.1 \times 10 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

Whiteboards or PV charts:

**Hint:** multiplying by 10 means the digits move one place to the left!

$$2.62 \times 10 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



21.04.26

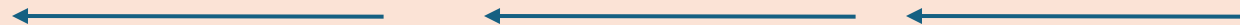
TBAT: multiply whole and decimal numbers by 10 and 100.

Whiteboards or PV charts:

**Hint:** multiplying by 10 means the digits move one place to the left!

$$8.79 \times 10 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

Whiteboards or PV charts:

**Hint:** multiplying by 100 means the digits move two places to the left!

$$1.4 \times 100 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

Whiteboards or PV charts:

**Hint:** multiplying by 100 means the digits move two places to the left!

$$3.02 \times 100 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

Whiteboards or PV charts:

**Hint:** multiplying by 100 means the digits move two places to the left!

$$5.25 \times 100 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

Green

$$2.26 \times 10 =$$

Blue

$$6.2 \times 100 =$$

**Challenge:  $2.34 \times 1000 =$**

21.04.26

TBAT: multiply whole and decimal numbers by 10 and 100.

## Independent

1)  $5.6 \times 10 =$

2)  $4.76 \times 10 =$

3)  $3.89 \times 10 =$

4)  $5.4 \times 100 =$

5)  $6.22 \times 100 =$

6)  $7.08 \times 100 =$

### Challenge

$4.08 \times 1000 =$

$0.78 \times 100 =$

$8.909 \times 10 =$

### Mastery challenge

\_\_\_\_\_  $\times 100 = 6.09$

\_\_\_\_\_  $\div 10 = 0.44$

\_\_\_\_\_  $\times 100 = 17.3$

### RP

Lily says that  $6.03 \times 100 = 630$ . Is she correct? Explain your answer with workings out.

### Greater Depth mastery

"When you multiply a decimal by 100, the answer is a whole number."

**Explain your answer and give an example.**

Tuesday 21st April 2026

Spellings

Five of your spelling words have been jumbled up! Can you rewrite them the correct way?

lanowickitse

talisnsoaci

detantoi

bictotian

venotmina

antiseptic

anticlockwise

antisocial

antidote

antibiotic

antivenom

anti-ageing

antifreeze

antiperspirant

antigravity

Tuesday 21st April 2026

TBAT: write an expanded noun phrase.

### 3 in 3

The Artemis space mission was led by NASA. Its main goal was to send astronauts back to the Moon and learn more about space. Scientists wanted people to stay for longer than before and carry out new experiments.

Astronauts used powerful rockets and new spacecraft to travel into space. The team hoped this mission would help them plan future journeys to the Moon.

The Artemis mission also helped astronauts practice living and working safely in space for a long time.

- 1. Who led the Artemis space mission?**
- 2. What was the main goal of the Artemis mission?**
- 3. How did the mission help astronauts in the future?**

Tuesday 21st April 2026

TBAT: write an expanded noun phrase.

**Blue** – Add inverted commas to the sentence below:

*Tommy whispered can we please turn on the light*

**Green** - Add inverted commas to the sentence below:

*I cannot do this question! Anna exclaimed*

**Challenge** – Write a sentence that needs inverted commas and punctuate it correctly.

# What Is an Expanded Noun?

**Nouns** can be used to name people, places and things, such as animals or emotions.

There are four main types of nouns: **common nouns**, **proper nouns**, **collective nouns** and **abstract nouns**.

Nouns can also be **countable** or **uncountable**.

## common nouns

e.g. cake, cat,  
table



## proper nouns

e.g. Charlotte,  
London, April



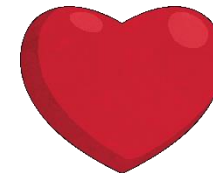
## collective nouns

e.g. audience,  
group, herd



## abstract nouns

e.g. love, fear,  
knowledge



## Introductory Activity

# What Is an Expanded Noun Phrase?

A noun phrase includes a noun and words that modify it. Often, these are determiners which start the noun phrase.

the boy

a jumper

an elephant



the, a and an are all examples of determiners

## What Is an Expanded Noun Phrase?

An expanded noun phrase gives more detail in a sentence and may include modifying adjectives, nouns and preposition phrases.

the small boy by the window

a brown jumper near the door

a large, grey elephant in the river



It is important to remember that noun phrases **do not** contain verbs.

## Introductory Activity

# What Is an Expanded Noun Phrase?

An expanded noun phrase gives more detail in a sentence and may include modifying adjectives, nouns and preposition phrases.

a large, grey elephant in the river

determiner   adjectives   noun   preposition phrase

## Introductory Activity

# Expanded Noun Phrases

With a partner and using a whiteboard, change this simple noun phrase into an expanded noun phrase.

**simple noun phrase**

a horse



Include:  
Adjective  
Prepositional phrase

## Expanded Noun Phrases

With a partner and using a whiteboard, change this simple noun phrase into an expanded noun phrase.

**simple noun phrase**

the muffins



Include:  
Adjective  
Prepositional phrase

## Introductory Activity

# Expanded Noun Phrases

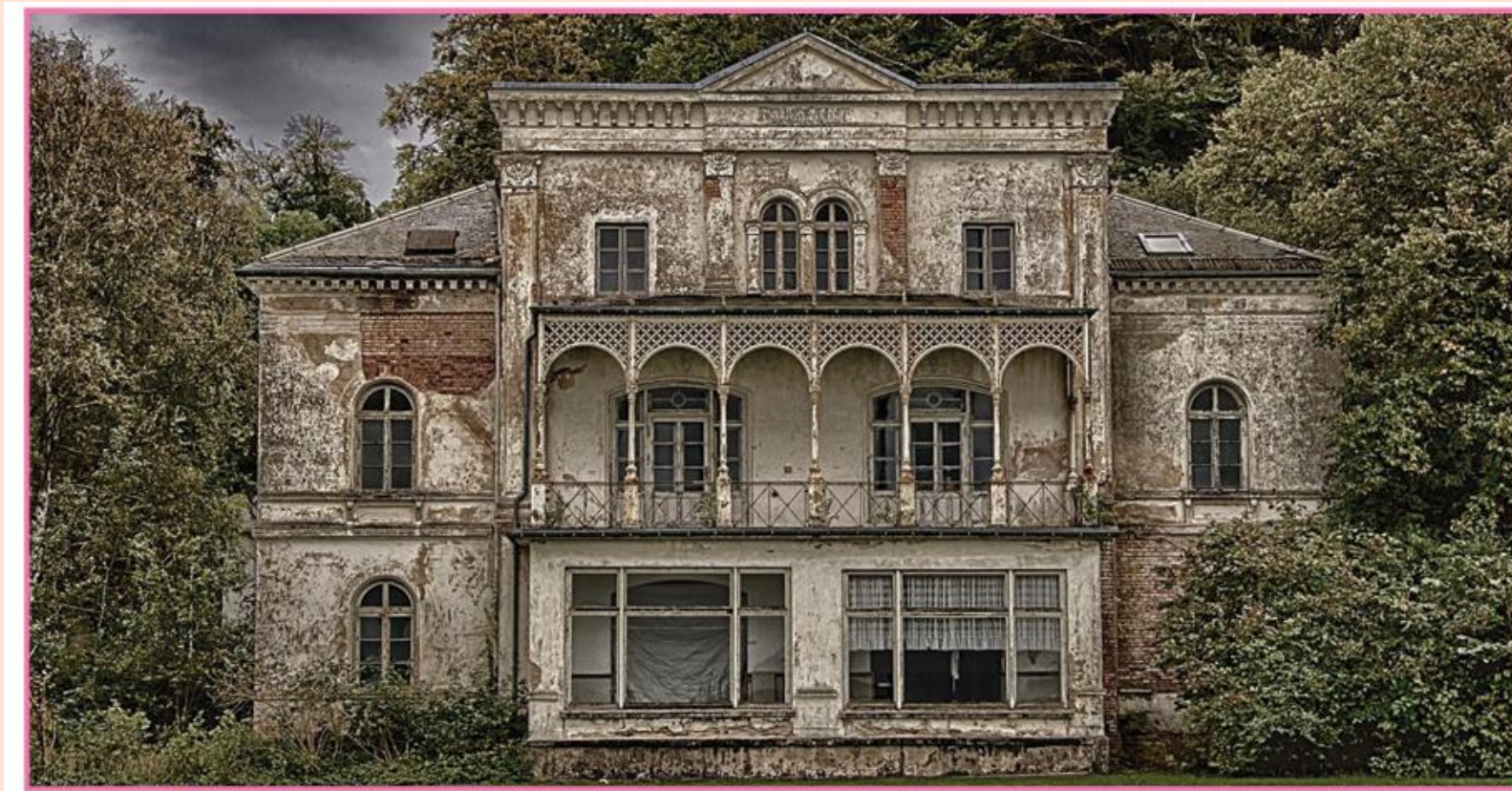
With a partner and using a whiteboard, change this simple noun phrase into an expanded noun phrase.

**simple noun phrase**

an owl



Include:  
Adjective  
Prepositional phrase



**Task A:** Read through the following passage and underline the expanded noun phrases that have been used.

The derelict house by the forest had been abandoned for centuries. The broken windows needed repairing and the wooden frames replaced. Some white, stone bricks crumbled when touched. The rusty metal arches on the second floor were slowly turning orange.

Tuesday 21st April 2026

TBAT: write an expanded noun phrase.

**Task B:** In your book, write three sentences that include an expanded noun phrase based on the nouns provided.

1. A boat

2. An apple

3. An owl

### **Challenge**

Write two of your own sentences that include at least one expanded noun phrase.

Tuesday 21st April 2026

TBAT: explore rhythms, melodies and notations through classical and modern music

[The Collins Hub Educator > Library](#) - Back to the feature – Rondo alla Turca – Lesson 1

## Vocabulary

- Theme
- Opera
- Symphony
- Concerto
- Rondo

**Blue** – What is an opera?

**Green** – Name one section of an orchestra.

Tuesday 21st April 2026

TBAT: create a wrapped sculpture that shows hidden stories.

## Keywords

### **sculpture**

a three-dimensional piece of art made by shaping or combining materials

### **wrap**

to cover by circling or folding something around

### **form**

to take or make something take a particular shape

### **identity**

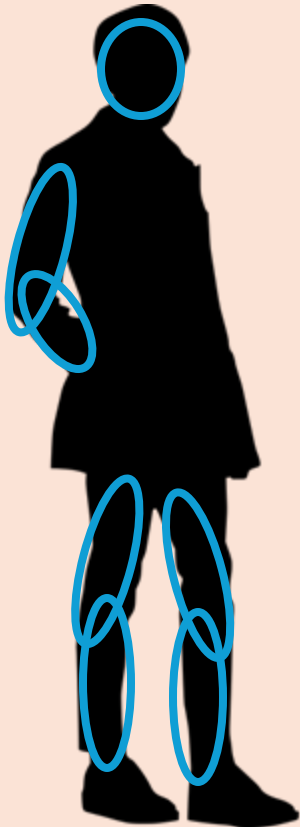
all of the things by which a person or thing is known or is considered as being



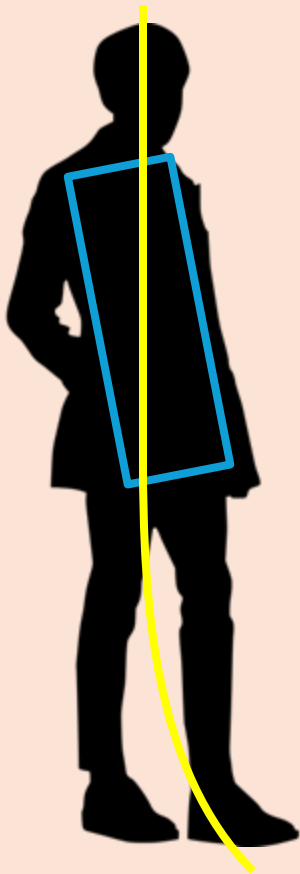
When we sketch the body, we look at the shapes we see, but we also think about how those shapes feel solid or rounded.

That's what we mean by **form**.

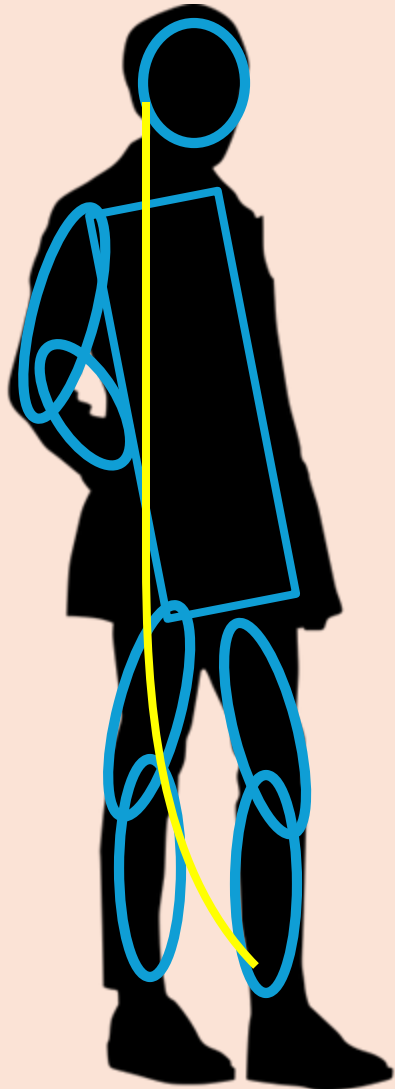
The shapes you might see here:



- Head – often looks like a circle or oval
- Arms and legs – can look like long cylinders or curved lines



- Torso (chest and stomach) – might look like a rectangle, oval, or triangle
- Overall pose – the whole body might form a shape, like a curve, or diagonal line, especially if it's showing movement



These shapes help you build the figure step by step.

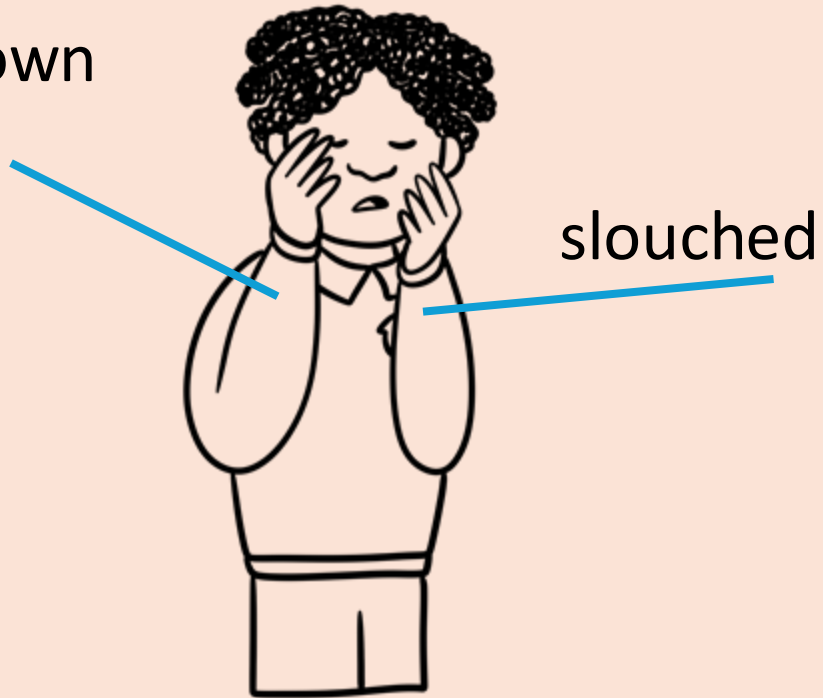
When you look at the whole body from far away, you can break it down into simple shapes to help with your sketching.



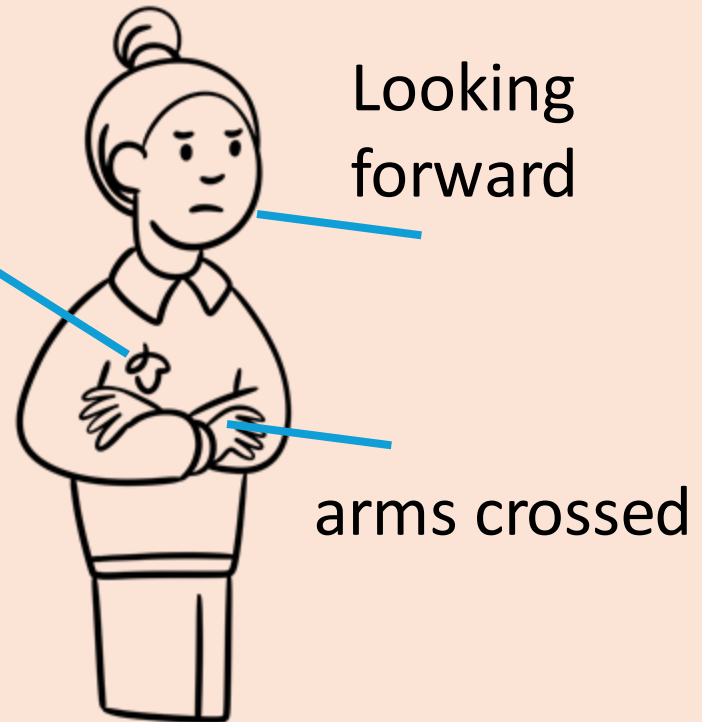
How can you show feeling or action in a frozen pose?

Even when a person is standing still, their body can show us a feeling of action or energy.

looking down



upright



When drawing, you can use:

- sharp angles for tension
- curved lines for bending



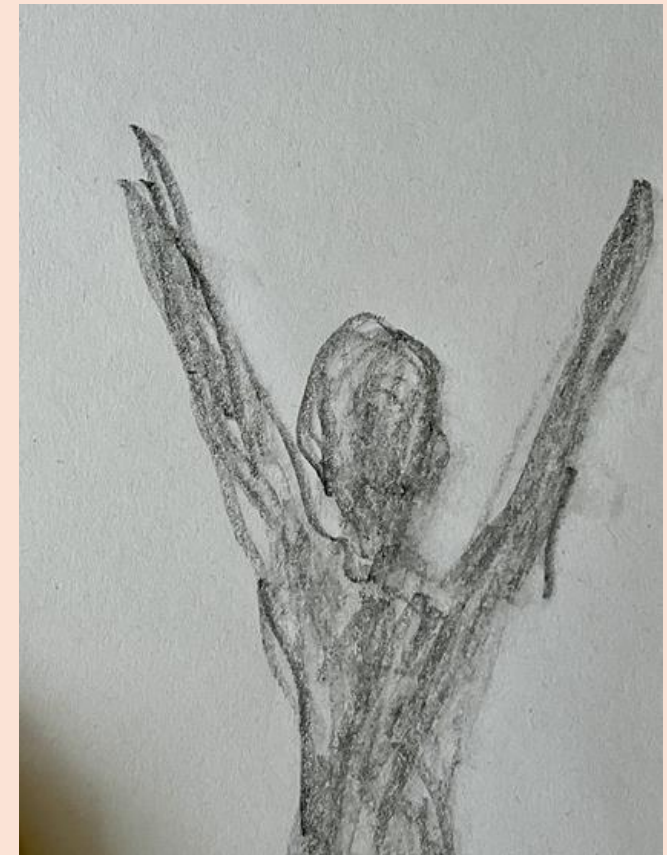
To capture movement through sketching you will need:

- large sheets of paper
- graphite sticks or soft pencils
- drawing boards
- hard surfaces

With your partner, move around the space. Let your body stretch, curl, twist or sway.

- When the music stops, freeze in a pose.
- Hold your shape like it's been caught in a photo.
- Use the side of your pencil to draw your partner's pose.
- Look at the whole shape, not just the outline.
- Keep your hand moving.

Blue partner will sketch first. We will then move again and green partner will sketch.

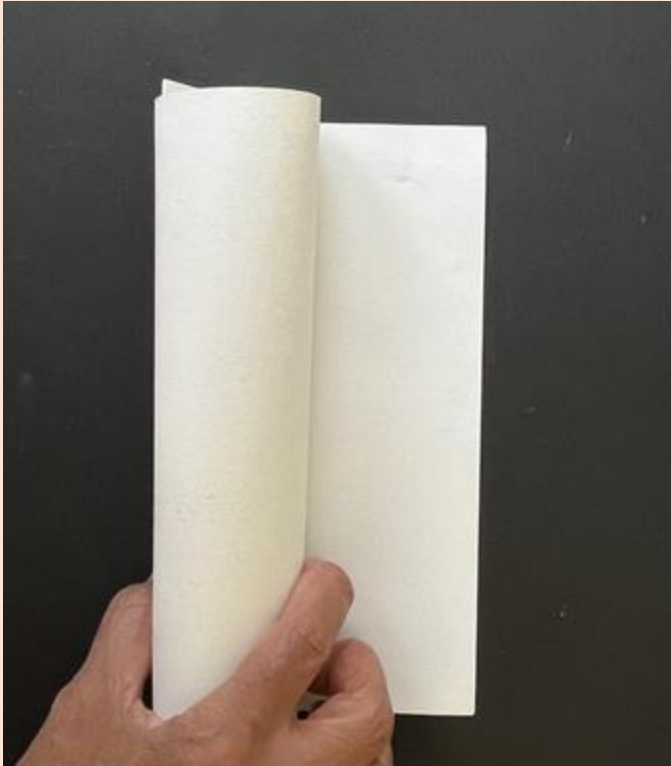


You are now going to create a 3D shape based on body movement using masking tape and paper.:



- masking tape
- paper

Begin by:



Rolling paper into cylinders.  
Use tape to make them strong.

## Build a 3D shape based on the body movement



Explanation



Cut small flaps in the base to help them stand or join to other shapes.

Let it lean, curl, twist, balance, or bend.  
To make it 'pose' in a certain way.



Join your cones to make a figure shape.

Keep your structure simple!

Tuesday 21st April 2026

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

## Rounders- Lesson 2

### Success Criteria

- Point your hand at your target after you have thrown the ball.
- Step forward with the opposite foot to throwing arm.

**Knowledge Organiser Rounders Year 4**  
Get Set 4 Education


#### About this Unit

Rounders is a striking and fielding game. The game has one fielding team and one batting team. Both teams will play one round, called an 'innings', as fielders and once as batters. Batters hit a small ball with a bat that has a rounded end. They score by running around the four bases on the field.

#### Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out

Can you think of any other striking and fielding games that share these principles?



**Ladder Knowledge**

<b>Striking:</b>	<b>Fielding:</b>	<b>Throwing:</b>	<b>Catching:</b>
Using the centre of the bat will provide the most control and accuracy.	It is easier to field a ball that is coming towards you than away, so set up accordingly.	Being balanced before throwing will help to improve the accuracy of the throw.	Track the ball as it is thrown to catch more consistently.

**Movement Skills**

- underarm and overarm throw
- catch
- bowl
- track a ball
- field and retrieve a ball
- bat

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

- Social:** collaboration, communication, co-operate, support and encourage others
- Emotional:** honesty, fair play, confidence, determination
- Thinking:** comprehension, select and apply skills, tactics, make decisions

#### Rules

**OUTS**

A player will be called out if they are:

- Caught out: fielders catches a batted ball
- Run out: their teammate runs to the same post as them
- Stumped out: fielder stumps the post that the batter is running to
- They run inside the bases

**HOW TO SCORE**

- One rounder = ball is hit and live batter runs to 4th
- A half rounder = ball is hit and live batter gets to 2nd
- A half rounder = ball is not hit and live batter gets to 4th
- A half rounder = two consecutive no-balls

Applying attacking tactics will help to score points and avoid getting out.  
Applying defending tactics will help to deny space, get opponents out and limit points

#### Key Vocabulary

**accuracy:** how close the object is to the given target  
**batter:** a player on the batting team  
**compete:** take part in a contest  
**cushion:** take the power out of an object  
**decision:** select an outcome  
**limit:** to reduce  
**no ball:** a bowled ball deemed to be outside of the rules  
**pressure:** to add challenge  
**retrieve:** to collect  
**short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed  
**strike:** to hit  
**stumped out:** when a fielder touches the ball to get the batter out  
**tactics:** a plan or strategy  
**technique:** the action used correctly  
**tournament:** a competition of more than two teams  
**two-handed pickup:** fielding technique where a field can scoop the ball with two hands  
**umpire:** a person who makes sure the rules are followed

**Healthy Participation**

- Backstops must stand 2m behind the batter.
- Batters must take their bat with them when they run.
- Always keep a safe distance between yourself and a batter.

If you enjoy this unit why not see if there is a rounders 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)

#### Kick Rounders

**What you need:** four markers, one ball two players.

**How to play:**

- Mark out a square with the four markers.
- One player (the kicker) begins at one of the markers.
- The other player (the fielder) rolls the ball to the kicker who kicks the ball as far as they can.
- The kicker then runs around the outside of all four markers scoring one point every time they return to their start marker.
- The fielder must retrieve the ball and place it on the start marker to stop the kicker running.
- Three turns then change over.

[www.getset4education.co.uk](http://www.getset4education.co.uk)

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

Tuesday 21st April 2026

TBAT: develop bowling 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

Please collect the marbles from your own classroom.

4 min timer

[4 Minute Timer with Relaxing  
Chillpop Music | Gentle Focus  
Timer for Classroom](#)

Tuesday 21st April 2026

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

# Bowling



## Key Points

- Step forward with your opposite foot to throwing hand.
- Use a straight arm and point your hand at your target as you release the ball.



Video: [Get Set 4 PE - Resource File for Bowling](#)

