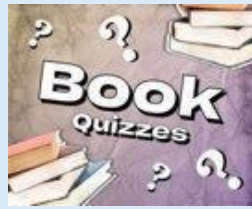


Wednesday 22nd April 2026

22.04.26

Morning Challenge



Answer the inference questions in your books.

1. Who is this?
2. What kind of character is he?
3. How do you think he speaks?
4. Do you think this character is wealthy or poor? What makes you think that?
5. What is his job?
6. What is an orator? (Use a dictionary)
7. Would you trust him?
8. Where is he? Why is he there?



Extended reading – Chapter 4 continued

As she sat there smoking her foul cigar and talking away, I kept looking at the hand with the missing thumb. I couldn't help it. I was fascinated by it and I kept wondering what awful thing had happened that time when she had met a witch. It must have been something **absolutely appalling** and gruesome otherwise she would have told me about it. Maybe the thumb had been twisted off. Or perhaps she had been forced to jam her thumb down the spout of a boiling kettle until it was steamed away. Or did someone pull it out of her hand like a tooth? I couldn't help trying to guess. "Tell me what those English witches do, Grandmamma," I said. "Well," she said, sucking away at her stinking cigar, "their favourite ruse is to mix up a powder that will turn a child into some creature or other that all grown-ups hate." **"What sort of a creature, Grandmamma?"** "Often it's a slug," she said. "A slug is one of their favourites. Then the grown-ups step on the slug and squish it without knowing it's a child." "That's perfectly beastly!" I cried. "Or it might be a flea," my grandmother said. "They might turn you into a flea, and without realising what she was doing your own mother would get out the flea-powder and then it's goodbye you." "You're making me nervous, Grandmamma. I don't think I want to go back to England." "Of course you don't," she said. "Nor do I. But I'm afraid we've got to." **"Are witches different in every country?"** I asked. "Completely different," my grandmother said. "But I don't know much about the other countries." **"Don't you even know about America?"** I asked. "Not really," she answered. "Although I have heard it said that over there the witches are able to make the grown-ups eat their own children."

1. **What does the word appalling mean? Read around the word to help you with context.**
2. **Why do you think the boy asks so many questions?**

"Does every single country in the world have its witches?" I asked. "Wherever you find people, you find witches," my grandmother said. "There is a Secret Society of Witches in every country." "And do they all know one another, Grand-mamma?" "They do not," she said. "A witch only knows the witches in her own country. She is strictly for-bidden to communicate with any foreign witches. But an English witch, for example, will know all the other witches in England. They are all friends. They ring each other up. They swop deadly recipes. Goodness knows what else they talk about. I hate to think." I sat on the floor, watching my grandmother. She put her cigar stub in the ashtray and folded her hands across her stomach. "Once a year," she went on, "the witches of each separate country hold their own secret meeting. They all get together in one place to receive a lecture from The Grand High Witch Of All The World." "From who?" I cried. "She is the ruler of them all," my grandmother said. "She is all-powerful. She is without mercy. All other witches are petrified of her. They see her only once a year at their Annual Meeting. She goes there to whip up excitement and enthusiasm, and to give orders. The Grand High Witch travels from country to country attending these Annual Meetings." "Where do they have these meetings, Grand-mamma?" "There are all sorts of rumours," my grand-mother answered. "I have heard it said that they just book into an hotel like any other group of women who are holding a meeting. I have also heard it said that some very peculiar things go on in the hotels they stay in. It is rumoured that the beds are never slept in, that there are burn marks on the bedroom carpets, that toads are discovered in the bathtubs, and that down in the kitchen the cook once found a baby crocodile swimming in his saucepan of soup." My grandmother picked up her cigar and took another puff, inhaling the foul smoke deeply into her lungs. "Where does The Grand High Witch live when she's at home?" I asked. "Nobody knows," my grandmother said. "If we knew that, then she could be rooted out and destroyed. Witchophiles all over the world have spent their lives trying to discover the secret Headquarters of The Grand High Witch." "What is a witchophile, Grandmamma?"

3. Why has the author chosen to write a series of short sentences?

4. What is a rumour?

After reading this text, do you think they should definitely go back to England? Explain why?

22.04.26

Times tables

Whiteboards- Use your 9 times table knowledge to work out the answers to these questions.

$$72 \div 9 =$$

$$81 \div 9 =$$

$$45 \div 5 =$$

$$36 \div 9 =$$

$$90 \div 10 =$$

$$108 \div 9 =$$

$$99 \div 11 =$$

$$9 \div 9 =$$

22.04.26

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

3 in 3

1. $2.4 \times 10 =$

2. $3.02 \times 100 =$

3. $7.09 \times 100 =$

Challenge

If I start swimming at 14:25 and swim for 150 minutes, what time do I finish?

22.04.26

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

Key vocabulary

Hundredths

Tenths

Ones

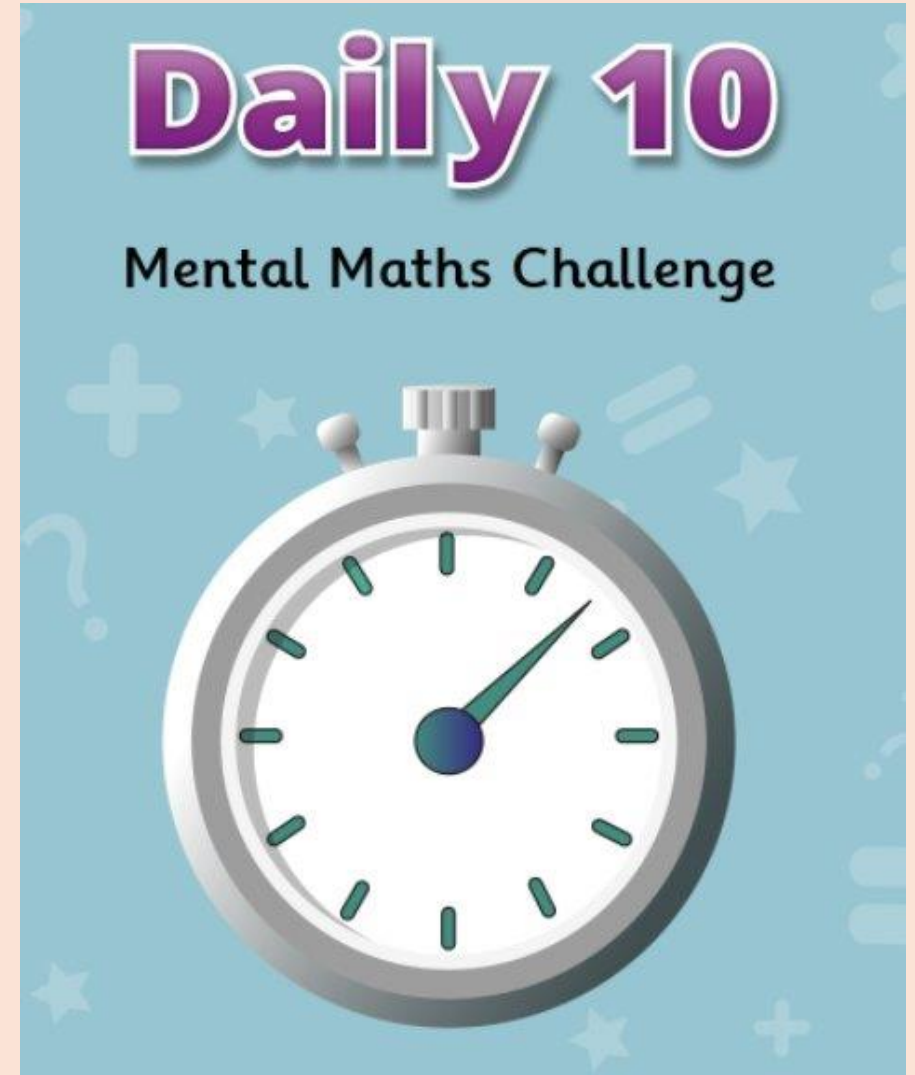
Tens

Hundreds

Thousands

Divide

[Daily 10 - Mental
Maths Challenge -
Topmarks](#)
Level 4- 9 times
tables



22.04.26

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

Turn and talk

When you Multiply a number by 10, what will happen to the digits in this number?

When you Multiply a number by 100, what will happen to the digits in this number?

Today, we are dividing by 10 and 100. What do you think will happen to the digits?

22.04.26

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

Write this number on your place value grid: **34**

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
	3	4			

When you divide 34 by 10, what will happen to the digits in this number?

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

22.04.26

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

Write this number on your place value grid: **34**

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
	3	4			



When you divide 34 by 100, what will happen to the digits in this number?

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

22.04.26

TBAT: divide whole and decimal numbers by 10 and 100

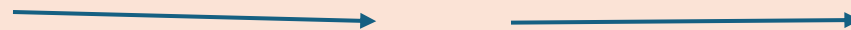
It works the same with decimals. However, the decimal point never moves!

Whiteboards or PV charts:

Hint: dividing by 10 means the digits move one place to the right!

$$31 \div 10 =$$

Hundreds	Tens	Ones	●	Tenths	Hundredths



22.04.26

TBAT: divide 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: dividing by 10 means the digits move one place to the right!

$$2.3 \div 10 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



22.04.26

TBAT: divide 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: dividing by 10 means the digits move one place to the right!

$$4.5 \div 10 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



22.04.26

TBAT: divide 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: dividing by 10 means the digits move one place to the right!

$$0.7 \div 10 =$$

Hundreds	Tens	Ones	●	Tenths	Hundredths



22.04.26

TBAT: divide 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: dividing by 100 means the digits move two places to the right!

$$65 \div 100 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



22.04.26

TBAT: divide 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: dividing by 100 means the digits move two places to the right!

$$253 \div 100 =$$

Hundreds	Tens	Ones	Tenths	Hundredths



22.04.26

TBAT: divide 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: dividing by 100 means the digits move two places to the right!

$$109 \div 100 =$$

Hundreds	Tens	Ones	●	Tenths	Hundredths



22.04.26

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

Green- $726 \div 100 =$

Blue- $23 \div 10 =$

22.04.26

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

Independent

$$4.5 \div 10 =$$

$$62 \div 10 =$$

$$8.1 \div 10 =$$

$$23 \div 100 =$$

$$45 \div 100 =$$

$$123 \div 100 =$$

RP - Lucie says that $630 \div 100 = 0.630$
Is she correct? Explain your answer
with workings out.

Challenge

$$1273 \div 100 =$$

$$18 \div 100 =$$

$$1020 \div 100 =$$

Mastery Challenge

$$\underline{\quad\quad} \div 100 = 0.82$$

$$62 \div \underline{\quad\quad} = 6.2$$

$$\underline{\quad\quad} \div 100 = 0.02$$

Greater depth mastery

Which is greater?

$$6.4 \div 100 \quad 0.064 \quad 0.604$$

Wednesday 22nd April 2026

TBAT: plan a persuasive leaflet.

3 in 3

What Is a Leaflet For?

A leaflet is a small piece of paper that gives people essential information. It is often colourful and easy to read. Leaflets are made to help people learn something quickly.

Some leaflets tell you about events, like a school fair or a sports club. Others give advice, such as how to stay healthy or stay safe. Leaflets may also try to persuade you, which means they want you to make a choice, like visiting a place or buying something. Leaflets use short sentences, pictures and headings to make the information clear. This helps readers understand the message easily and remember it.

1. What is a leaflet?

2. Name one thing a leaflet might tell you about.

3. Why do leaflets use pictures and short sentences?

Wednesday 22nd April 2026

TBAT: plan a persuasive leaflet.

Blue – What does persuasive mean?

Green – Why might we want to persuade someone?

Challenge - What is the purpose of varying sentence starters?

Wednesday 22nd April 2026

TBAT: plan a persuasive leaflet.

A persuasive leaflet tries to convince the reader.

Your leaflet will persuade adults that witches are dangerous for children.

Persuasive Features

- Catchy title
- Clear warning or message
- Facts or reasons
- Persuasive words (dangerous, must, important)
- Direct address (you, your)
- Emotive language (dangerous, sneaky, powerful)
- Short sentences
- Pictures

Wednesday 22nd April 2026

TBAT: plan a persuasive leaflet.

Today, we will bullet point our plan for our persuasive leaflet.

Write your own ideas or magpie some of the examples.

Use your 'features checklist' to help you

Page 2 - Warnings/facts What is the danger?	Page 3 - Reasons / Facts Why should we be careful?	Page 4 - Advice / Call to Action What should children do?
Emotive language: Dangerous, sneaky	Persuasive words: Warning, beware, important	

Wednesday 22nd April 2026

TBAT: plan a persuasive leaflet.

Write down the dangers of the Witches:

For example:

- Witches hate children.
- They want to get rid of them.
- They use powerful magic to trick children
- They turn them into mice.
- Witches can work together
- You must be alert at all times!

Emotive language

For example:

dangerous, sneaky

Page 2 - **Warnings/facts**

What is the danger?

Emotive language: Dangerous, sneaky

Wednesday 22nd April 2026

TBAT: plan a persuasive leaflet.

Write down the reasons you need to be careful:

For example:

- they look ordinary
- they pretend to be normal
- it could be your teacher or a dentist
- they are hard to spot
- children may trust them

Persuasive words

For example:

Warning, beware, important

<p>Page 3 - Reasons / Facts Why should we be careful?</p>
<p>Persuasive words: Warning, beware, important </p>

Wednesday 22nd April 2026

TBAT: explain what happens on Hajj and how it reminds Muslims of important events and stories.

Keywords

Hajj the pilgrimage to Makkah and one of the five pillars of Islam

Makkah the most holy place for Muslims

Ka'bah a stone building in the Great Mosque which Muslims turn towards when praying

Blue: What is a sacred place?

Green: What is a pilgrimage?

Challenge: Why do you think a pilgrimage is important to some people?

Laura explains how we use social science in Religious education.

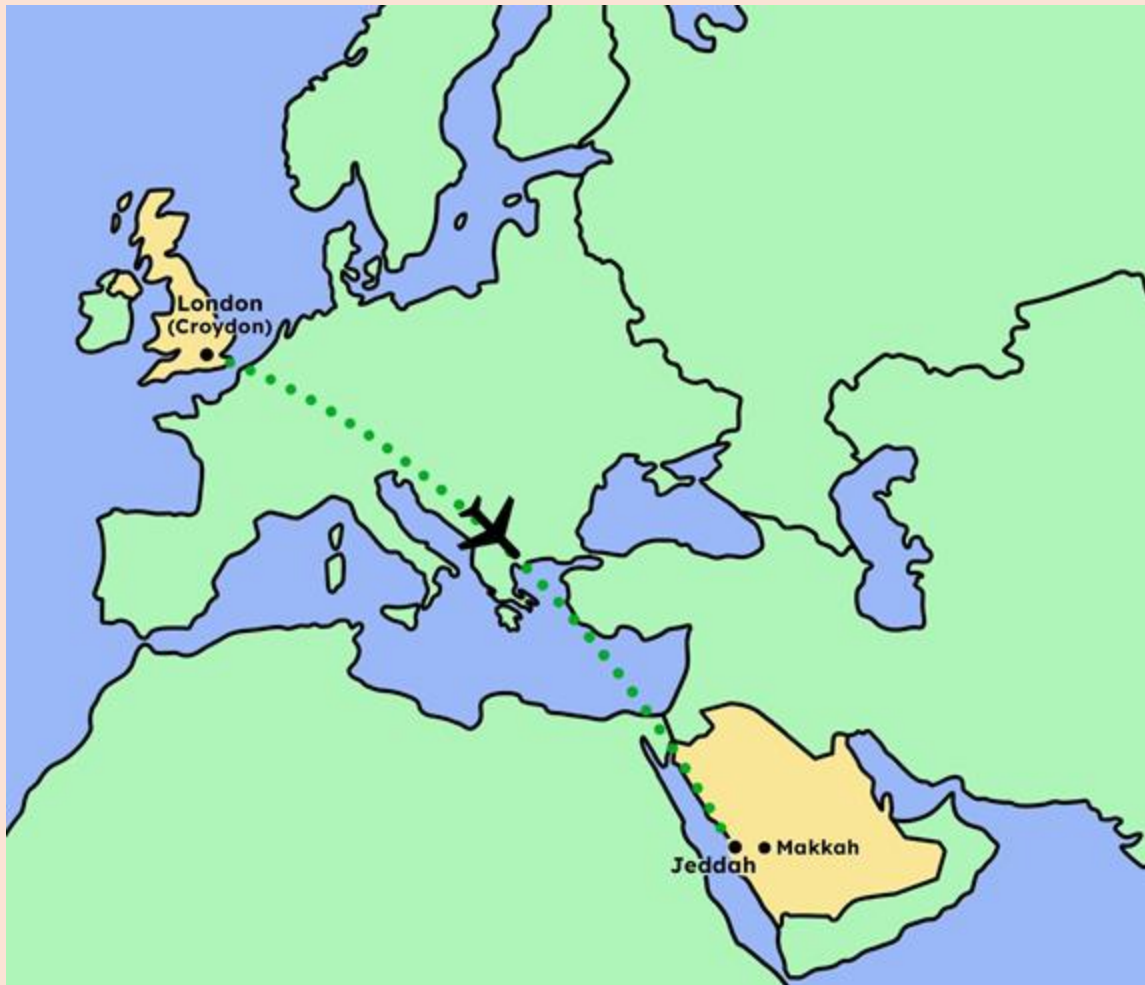


Laura

Social scientists are interested in how people live. They consider how context such as where they live or when they lived affects this. We can better understand people's worldviews by looking at photographs or analysing data. We can survey or interview people to find out more about their worldview.

In this lesson, we will be listening to someone with a Muslim worldview to help us to learn about the **Hajj** pilgrimage to **Makkah**.

Iqbal is a British Muslim living in Croydon, near London.



I recently went on a long journey - a pilgrimage - to **Makkah**.
This pilgrimage is known as **Hajj**.



Iqbal

Makkah is a city in Saudi Arabia, a country in the Middle East.



Makkah is the most holy place for Muslims.

Sometimes **Makkah** is spelt Mecca.



Iqbal



Look at this photograph of **Makkah** and discuss the following:

- What can you see?
- What might this tell us?

What did you see? Iqbal tells us more about **Makkah**.



Makkah is vast. It is very hot and dry. There are skyscrapers in the distance. Did you spot the cube shaped object in the middle of the building? The tiny dots around it are people!



Iqbal

Iqbal explains why **Makkah** is important to Muslims and why they might go on **Hajj**.



Iqbal

Makkah is a sacred place for Muslims. It is the birthplace of Prophet Muhammad. The Qur'an was revealed to Muhammad in a cave near **Makkah**.

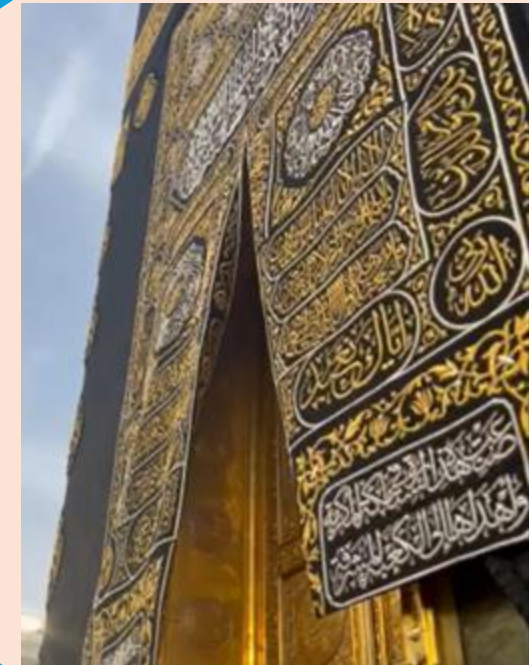
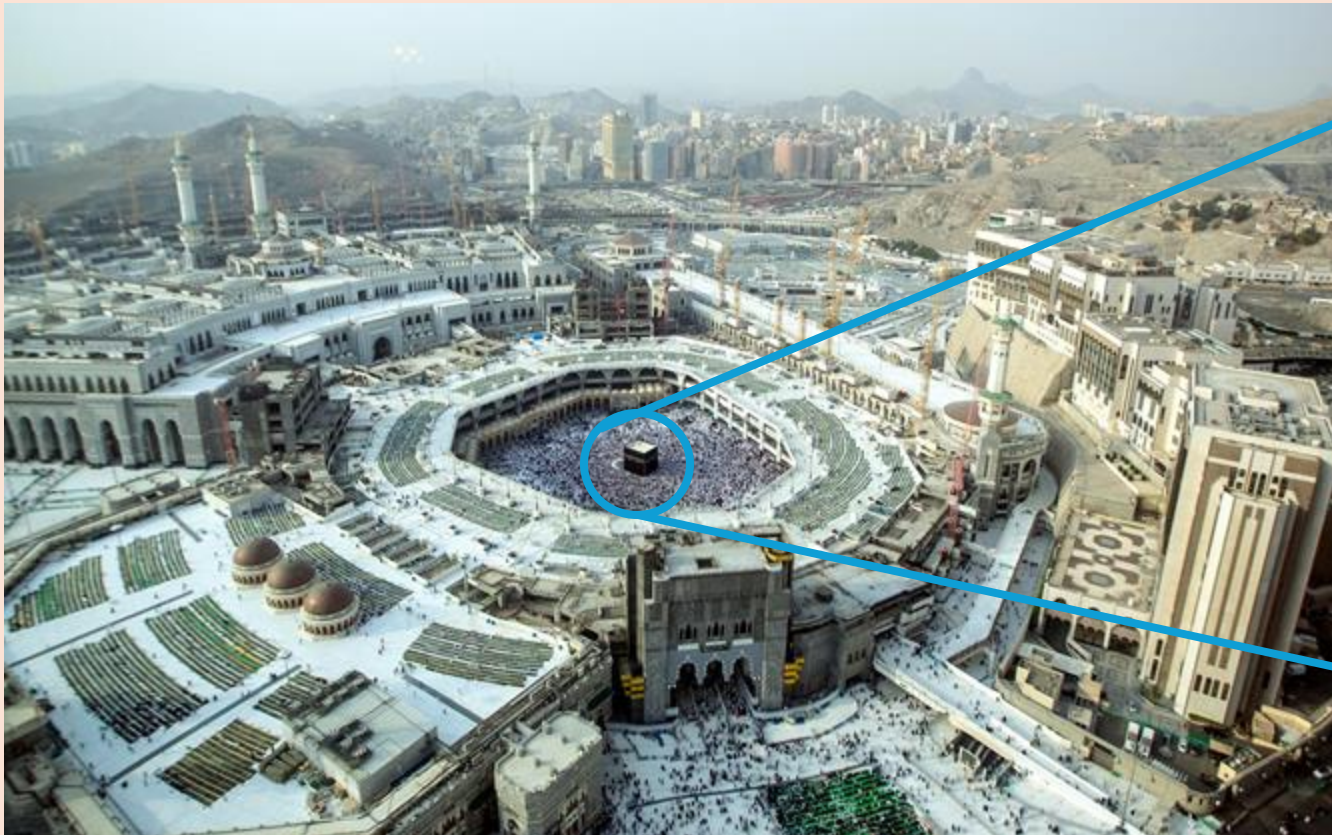
Why is Makkah important to Muslims?



Explanation

Look more closely at the centre of the photo.

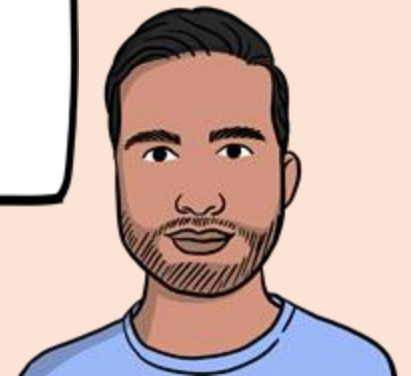
Why might this be important to Muslims?





The cube shaped building is known as the **Ka'bah**.

It is made of stone and covered in a black cloth with gold designs.



Iqbal

The **Ka'bah** is the most holy site in Islam.



Most Muslims believe Ibrahim and his son, Ishmael, laid the foundation of the **Ka'bah** as the first place of worship to Allah.

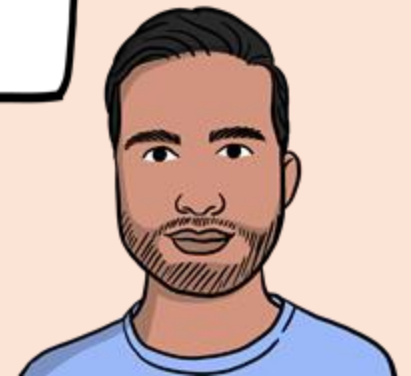


Iqbal



Every time Muslims around the world pray, they face towards the **Ka'bah**.


This shows how holy it is.



Iqbal

Jun is explaining why **Makkah** is important to Muslims. One of his sentences is incorrect.

1. Identify the correct sentences by underlining in green pen.
2. Explain why the remaining sentence is incorrect.



Makkah is important because it was the birthplace of the Prophet Muhammad. **Makkah** is also important because you find the **Ka'bah** there. Muslims face the **Ka'bah** when they pray. Many Muslims believe it was built by the Prophet Muhammad.



1. Here are the correct sentences:

- **Makkah** is important because it was the birthplace of the Prophet Muhammad.
- **Makkah** is also important because you find the **Ka'bah** there.
- Muslims face the **Ka'bah** when they pray.

2. Explain why the remaining sentence is incorrect:

- Many Muslims believe it was built by the Prophet Muhammad.

This statement is incorrect because most Muslims believe the **Ka'bah** was built by the Prophet Ibrahim.

Silent reading
5 minutes

Wednesday 22nd April 2026

TBAT: create a program in a text-based language.

Keywords

debug

to find and fix errors in a program

syntax

the rules about how a programming language should be written

algorithm

a precise sequence of steps that can be followed to do a task

Wednesday 22nd April 2026

TBAT: create a program in a text-based language.

Blue - What is a program?

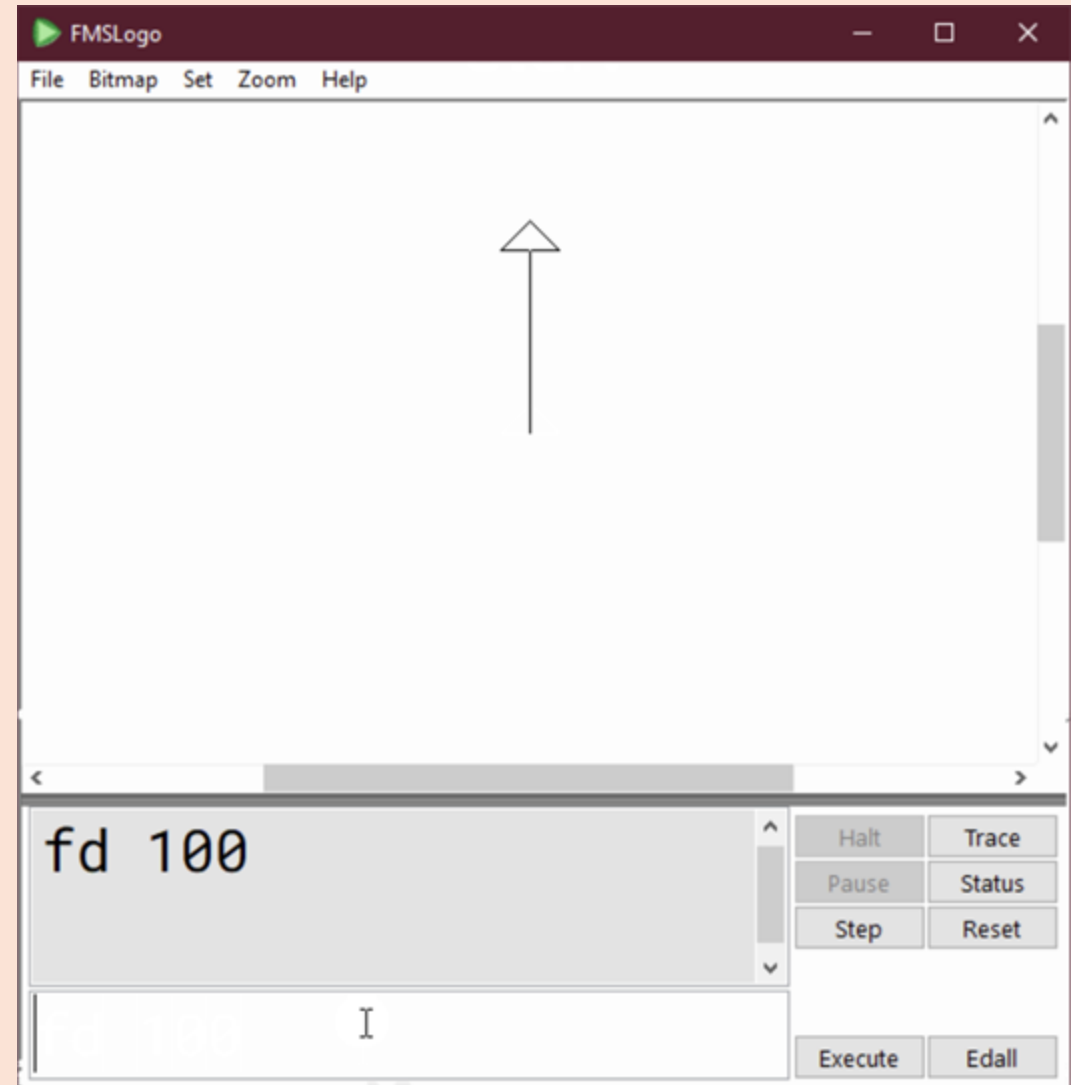
Green - What does a command do?

Challenge - What happens if you change the value of a command?

Recap

Logo is a text-based programming language.

You use Logo to type commands that are drawn on screen.



Lucas is trying to draw an L shape. The red text is an error message. It means that there is a problem stopping the code from running.

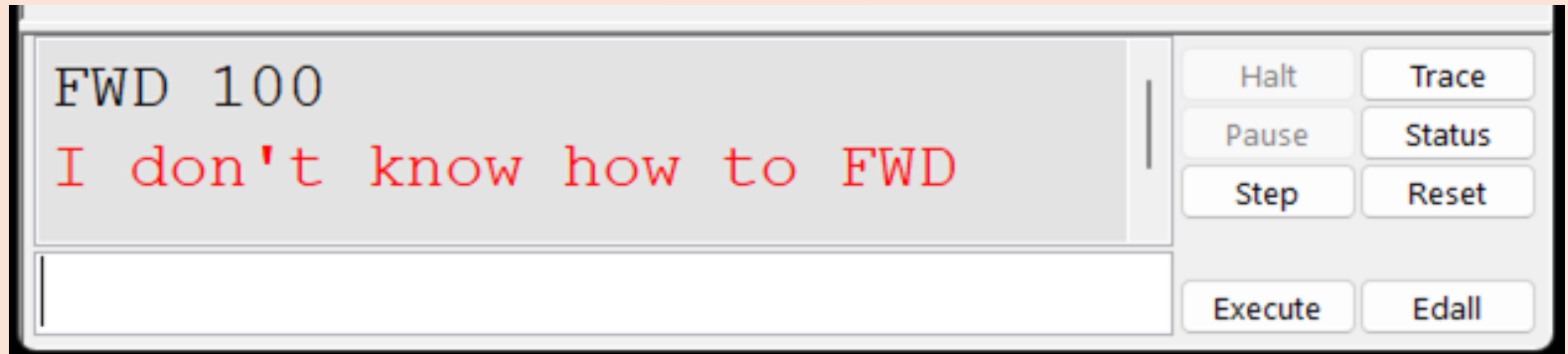
Talk partners - What errors has Lucas made?

This is the shape I want to draw, and this is my code.
It isn't working!



Lucas

```
rt 90  
fwd 100  
rt90  
fd 100
```

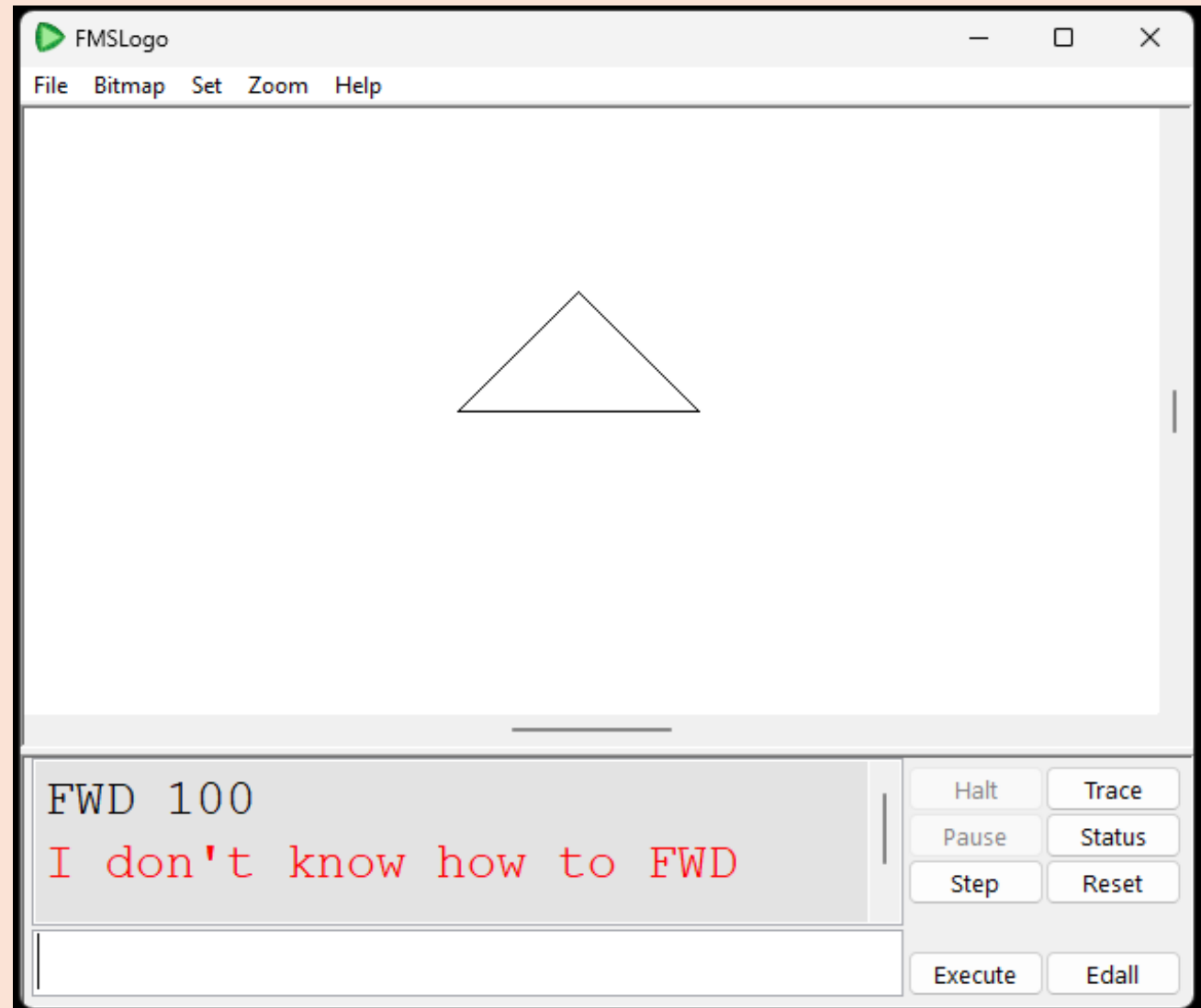


This is not the correct command for forward — it should be **fd**.

```
rt 90  
fwd 100  
rt90  
fd 100
```



Lucas



There should be a space
between `rt` and `90`.

```
rt 90  
fwd 100  
rt90  
fd 100
```



Lucas

Logo is used to draw lines and shapes.

When you type commands, it is important to be accurate and not make any mistakes.

Finding and fixing errors in programs is called debugging.

- | | | | |
|-----------------|------------|-----------------|--------------|
| <code>fd</code> | forward | <code>cs</code> | clear screen |
| <code>bk</code> | backward | <code>pd</code> | pen down |
| <code>rt</code> | right turn | <code>pu</code> | pen up |
| <code>lt</code> | left turn | | |

The **command** `pu` (pen up) makes the **turtle** move without drawing a line, like lifting your pen off the paper to move it to a new spot.

Use `pu` when you want to move to a new position without drawing a line.

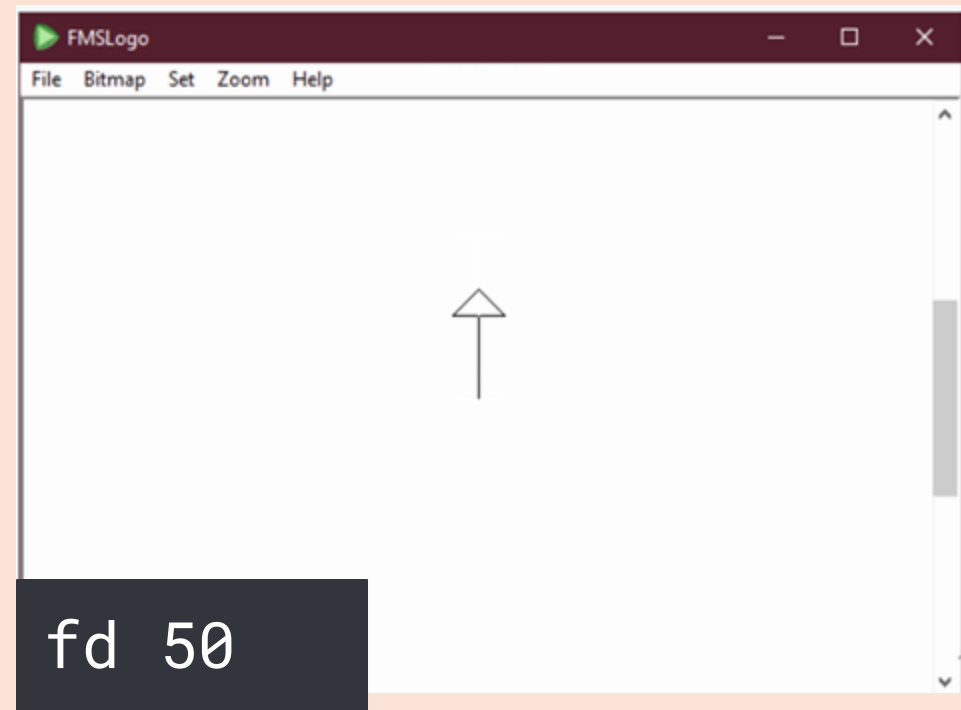
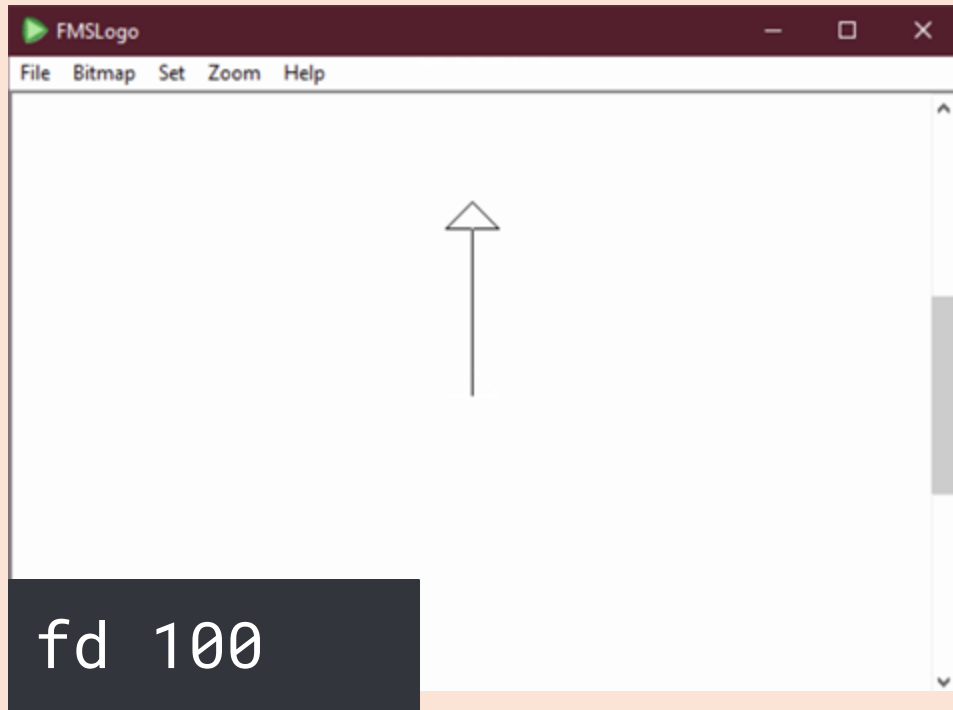


The **command** `pd` (pen down) makes the **turtle** draw a line as it moves, like keeping your pen on the paper while drawing.

Use `pd` when you want to draw a line.



Logo uses steps as its value measurement.
The larger the number value, the longer the line drawn.

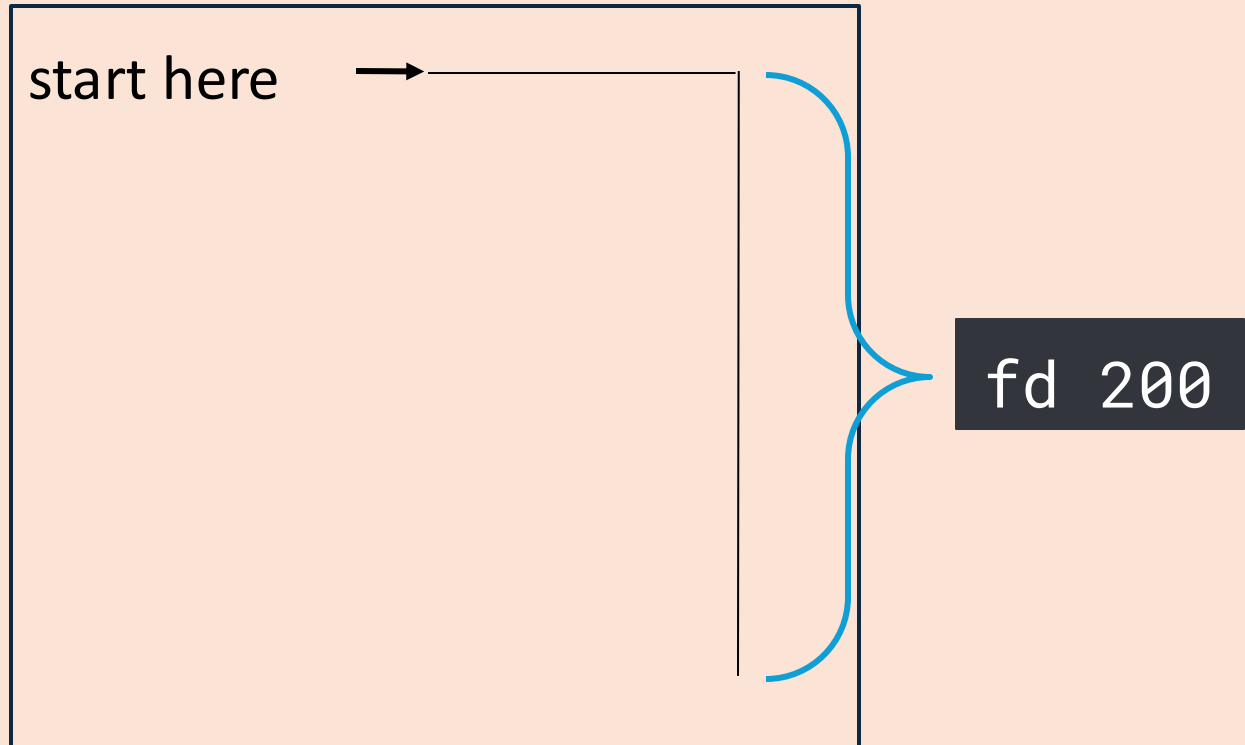


```
rt 90  
fwd 100  
rt90  
fd 100
```



Lucas

This value is too small — it should be **200** to be twice as long.

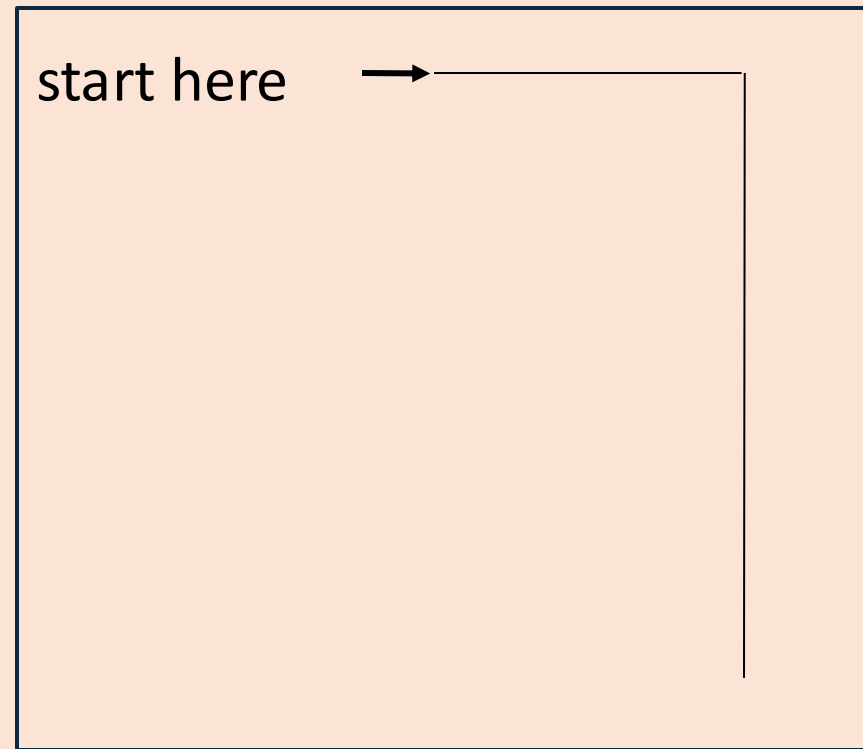


This code has been **debugged**, the errors are fixed and it will now run correctly.

```
rt 90  
fd 100  
rt 90  
fd 200
```



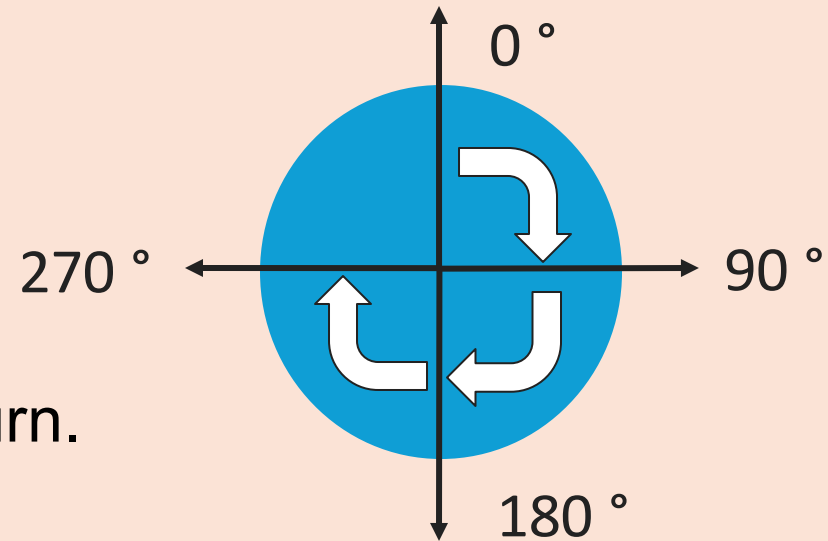
Lucas



The value after `lt` or `rt` is a degree of rotation.

```
rt 90  
rt 180  
rt 270
```

The number value tells the turtle how much to turn. A bigger number makes a wider turn, and a smaller number makes a sharper turn.





The home command is a way of moving the turtle back to the start while keeping the lines already drawn. It also turns the turtle to point up.

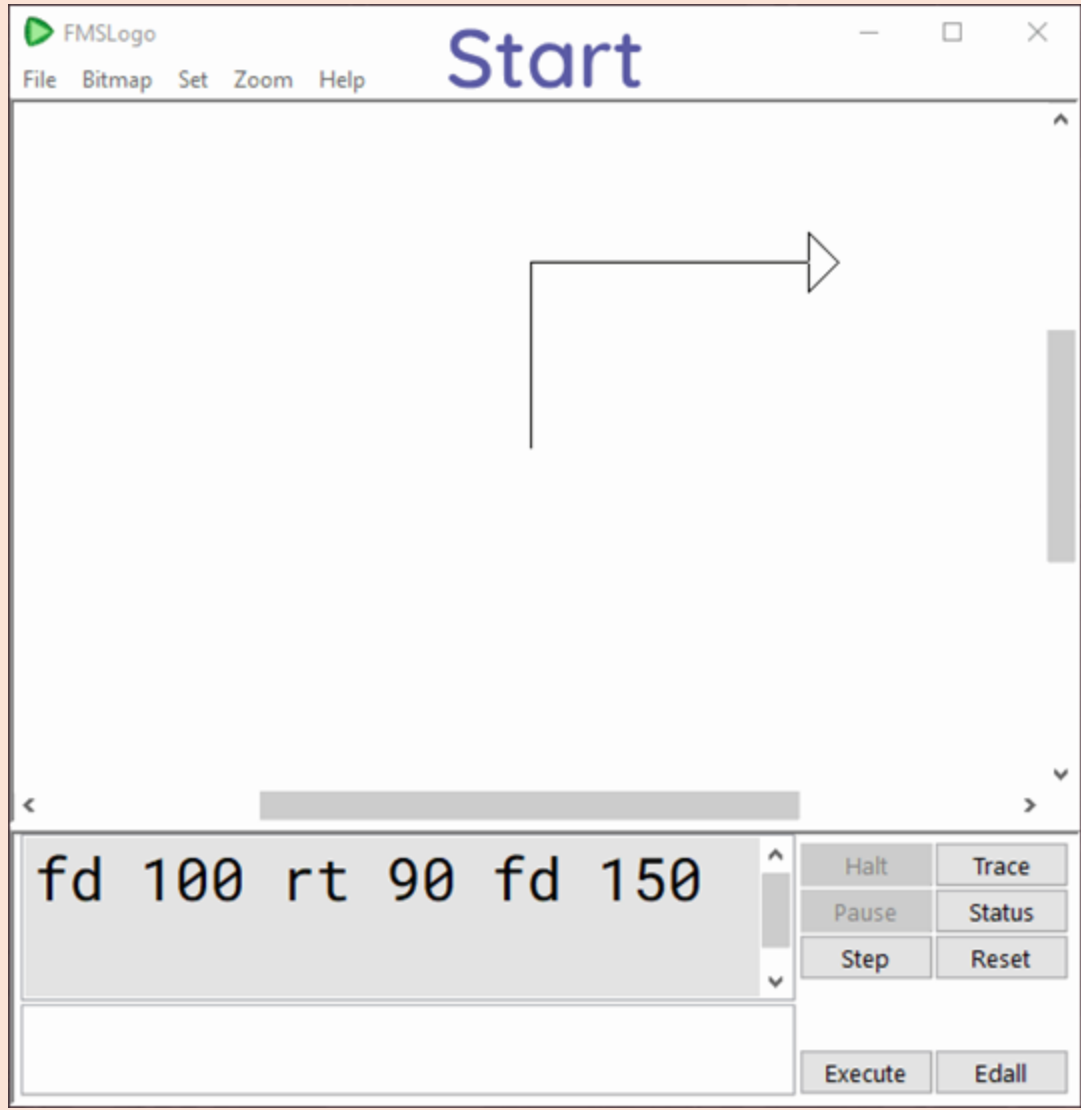
`home`

This is helpful as you don't need to repeat commands that you have already typed.

Watch this animation demonstrating the commands:

pu pen up

home returns turtle to start position

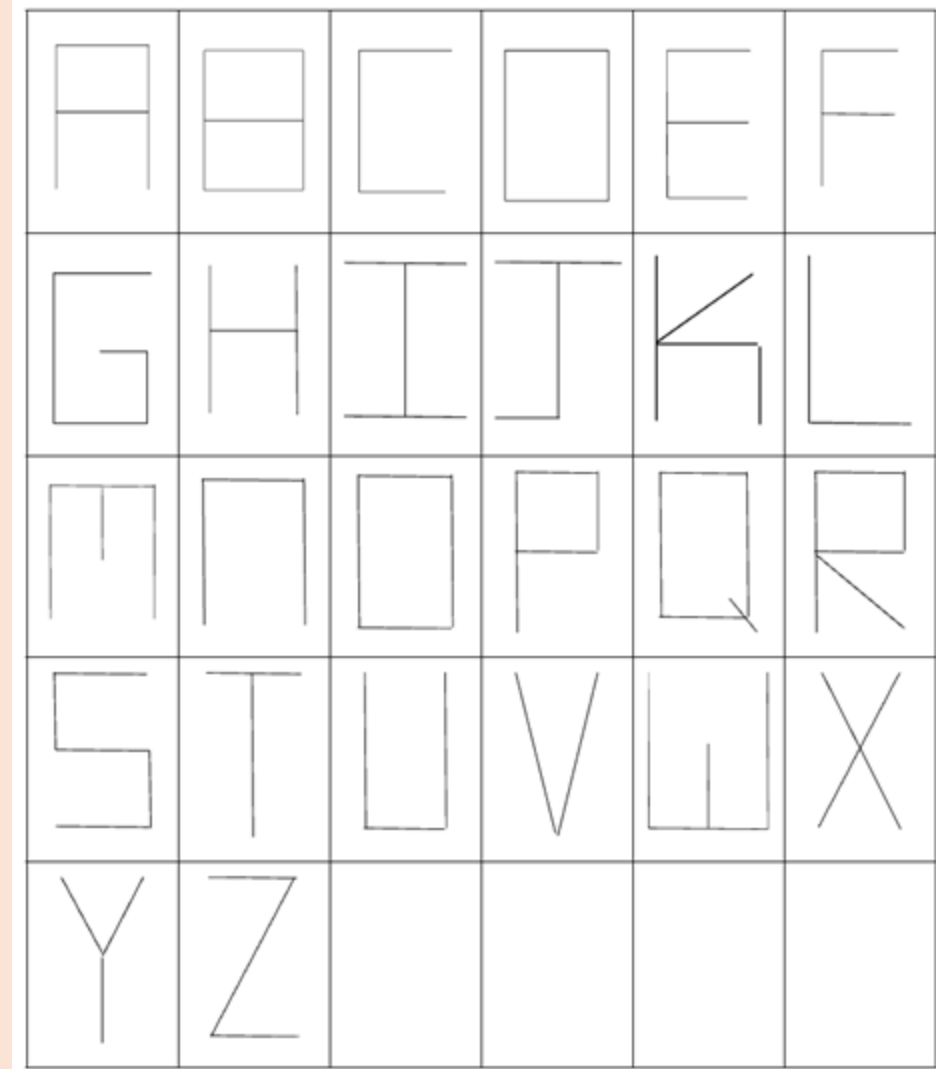


In this lesson, you will **create a plan** on paper to draw a letter.

You will then program the letter shape in Logo.

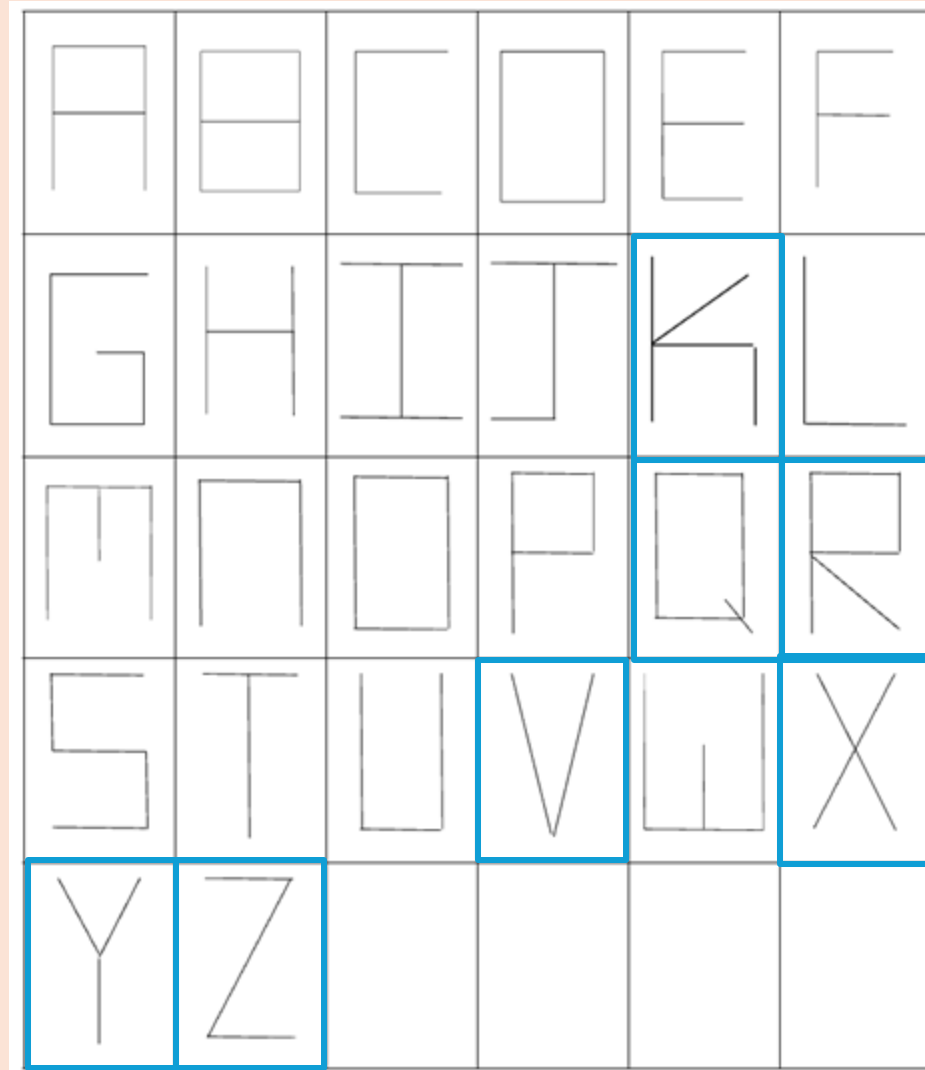
Which letters would be a good choice to create in Logo?

The letters that have only 90° angles in them will be a bit easier to create.



Some letters will be more challenging. Some have 45 angles and some have other angles.

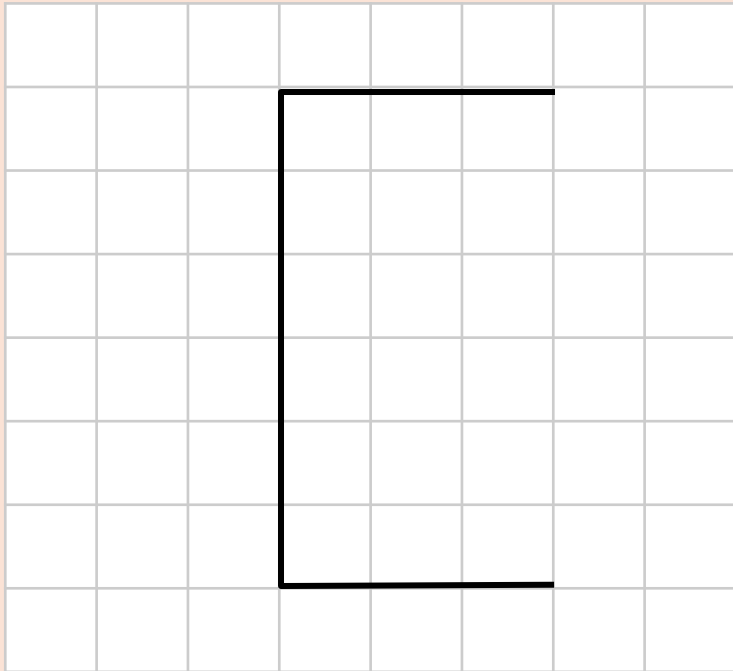
Choose the letter that you are going to draw.



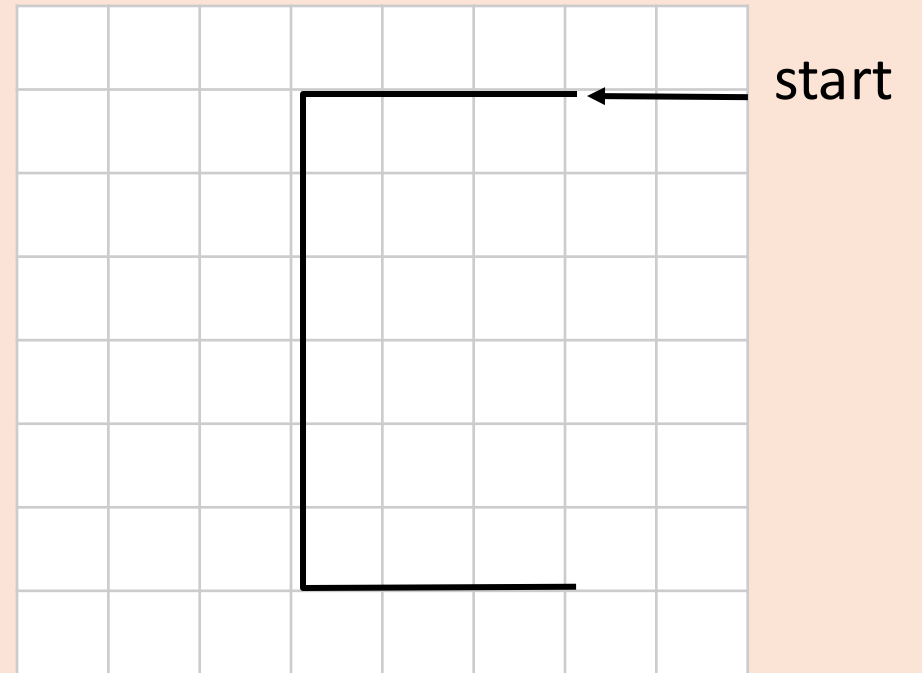
Choose the letter you want to program.

Draw your letter on grid paper.

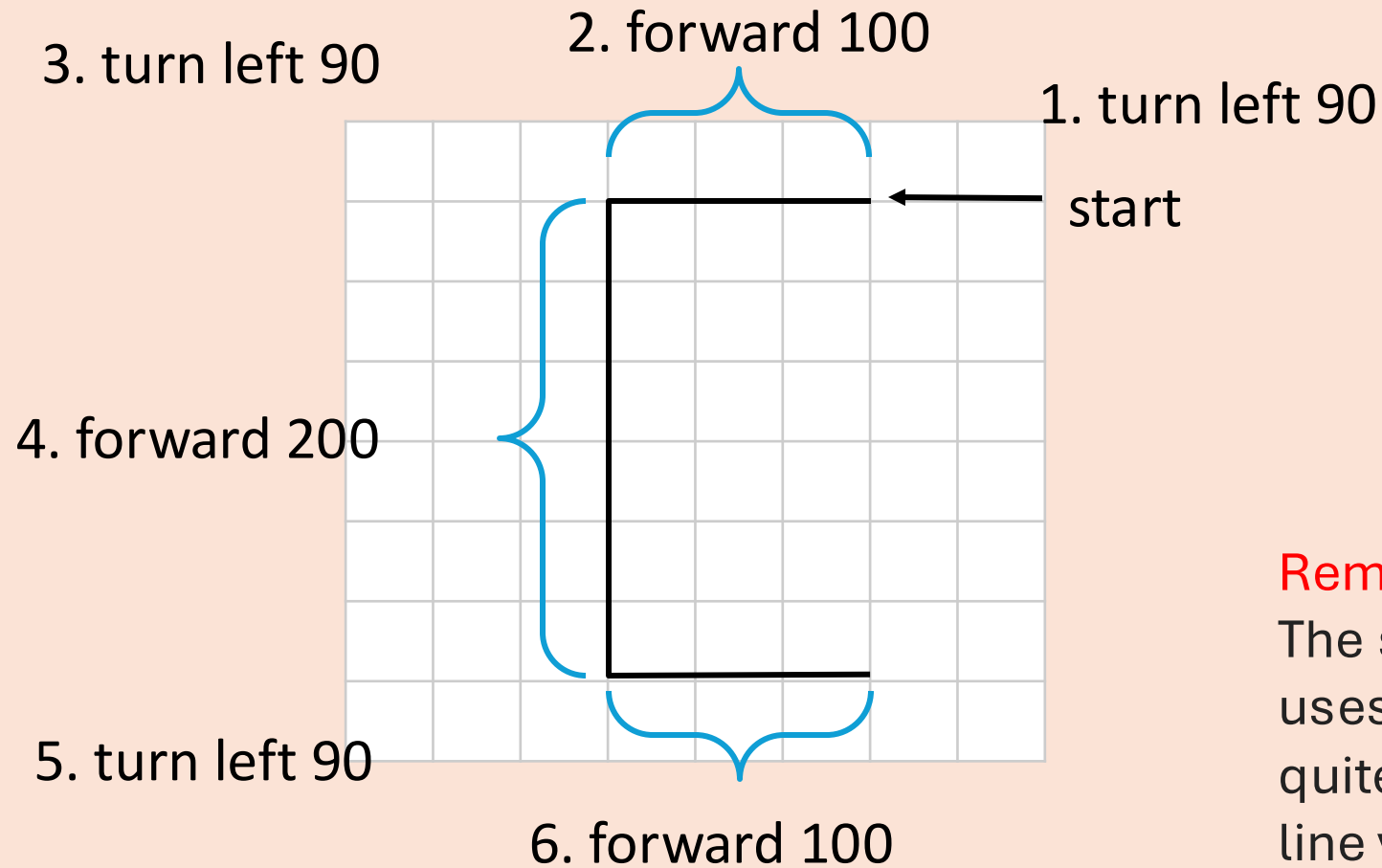
Annotate your drawing.



When you start your annotation, you first show your starting point, as well as the direction your turtle will start in.

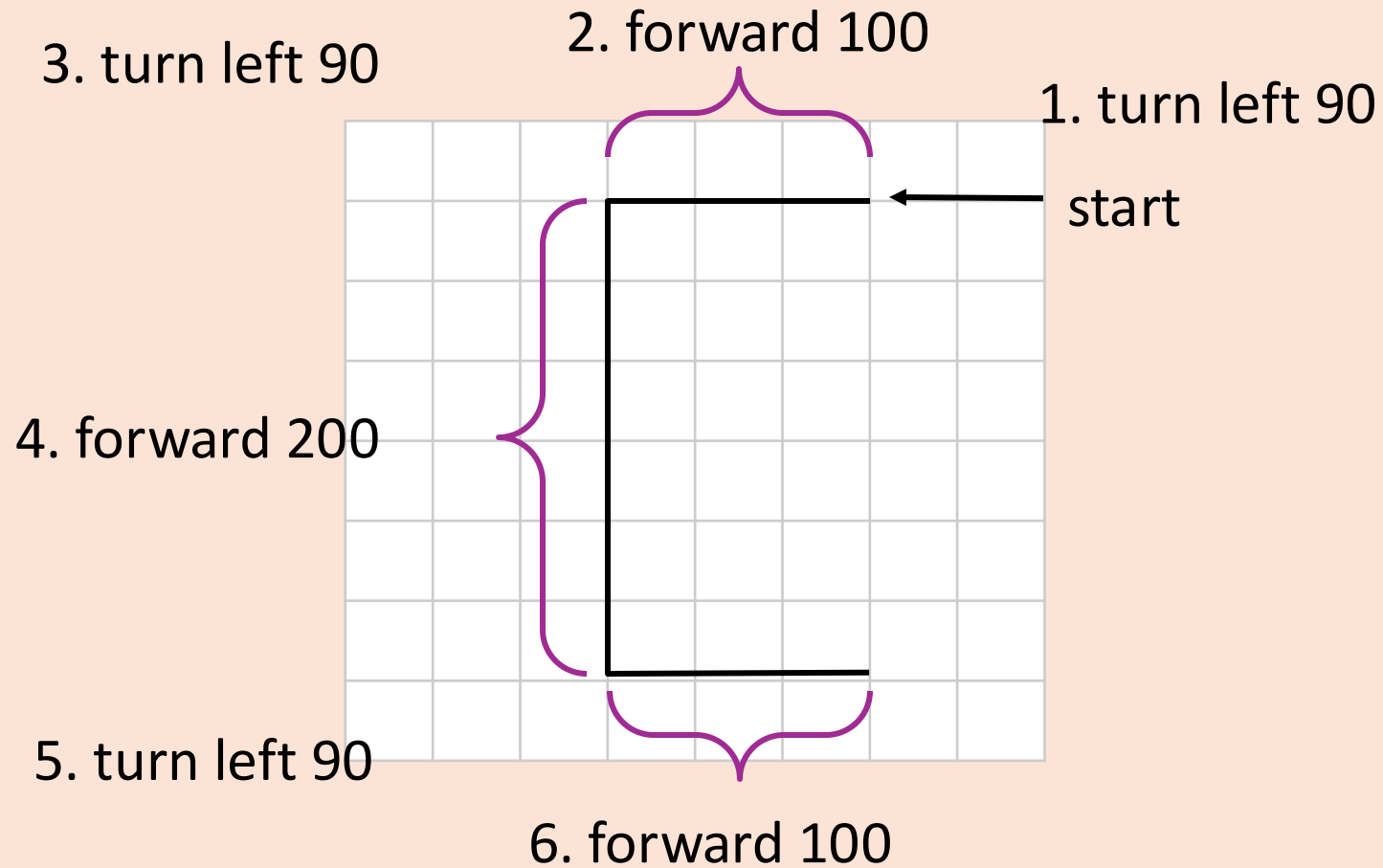


Then, number your drawing steps. Remember to include the values for length of lines and 90° turns.

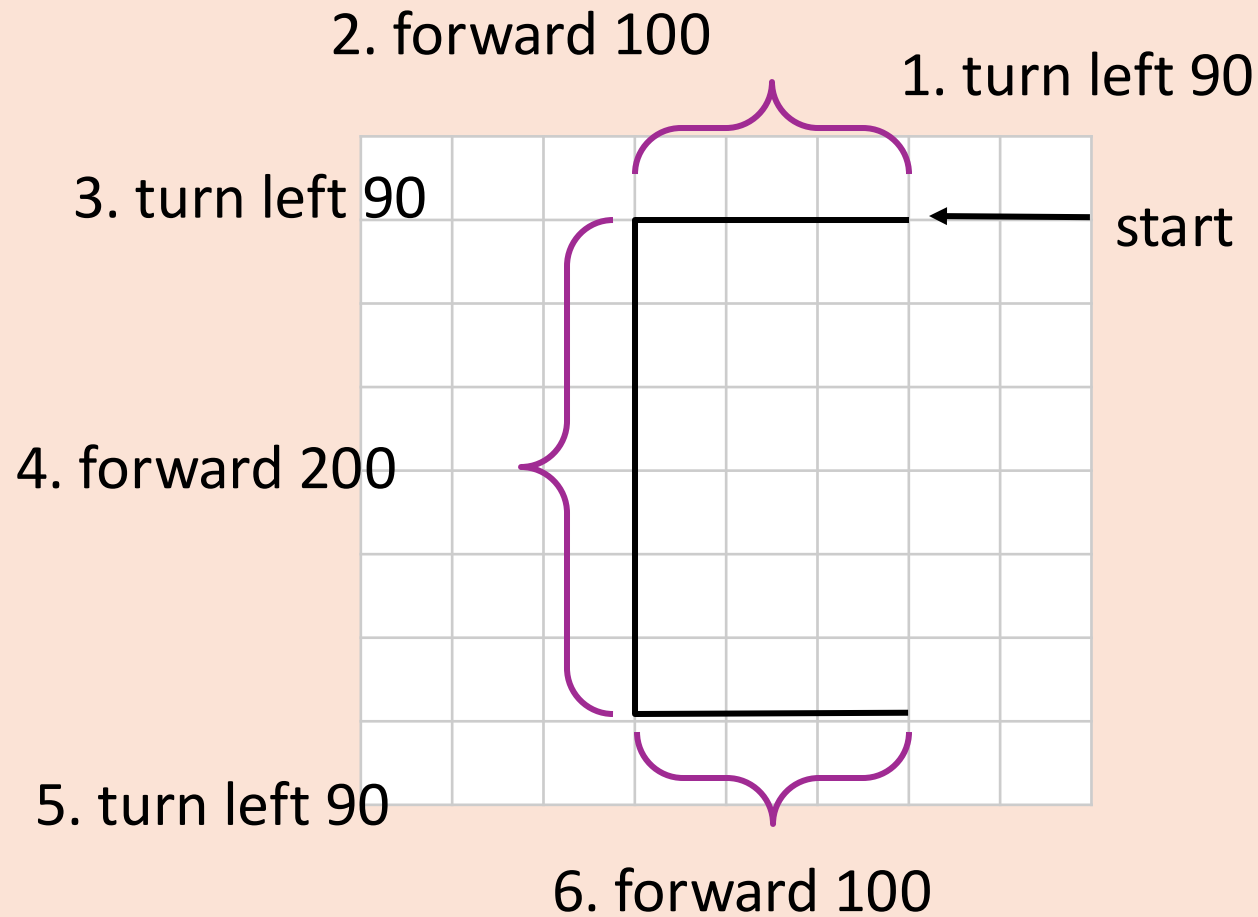


Remember
The steps Logo uses to move are quite small, so a line value should be **100** or larger.

Now that you have your **algorithm**, you can use it to create your Logo program.



See how the **algorithm** guides the program.



```
lt 90
fd 100
lt 90
fd 200
lt 90
fd 100
```

If you find any mistakes in your program, you will need to **debug** any errors.

Using the wrong direction: **rt 90** instead of **lt 90**

Watch out for **syntax** errors!


Misspelling a command: **fwd** instead of **fd**

Leaving out a space: **bk90** instead of **bk 90**

Rounders- Lesson 3

Success Criteria

- Stand sideways on to the bowler.
- Watch the ball as it comes towards you.




Knowledge Organiser Rounders Year 4

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?



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 fielder can scoop the ball with two hands
umpire: a person who makes sure the rules are followed

Ladder Knowledge

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

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

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

Tactics

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.

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.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on 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.

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.

Head to our youtube channel to watch the skills videos for this unit. [@getset4education136](https://www.youtube.com/@getset4education136)

Wednesday 22nd April 2026

TBAT: develop batting technique and understand where to hit the ball.

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

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

Please collect the marbles from your own classroom.

Wednesday 22nd April 2026

TBAT: develop batting technique and understand where to hit the ball.

Batting



Key Points

- Stand sideways to the bowler, bat back behind you in one hand.
- Strike through the ball, follow through with arm and shoulder.



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