

INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	<i>BREAK (1:45 - 2:00)</i>	ENRICHMENT (PPA)
PIONEERS (Mrs Pettit & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
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WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Computing
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REGISTRATION

VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing Art



12.05.26 Morning Challenge

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK. You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



Tony Ross, in his own words

Why did you become an illustrator and writer?

It just happened. I didn't like my job at the time and I wanted to do something to cheer myself up. I never thought I'd be an artist as I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!



Where did you write your first book?

I wrote my first book when I was at work. It was called *Tales from Mr Toffy's Circus*.

How long does it take to write a book?

It can vary. Sometimes, it is as little as a few days to do the story and the pictures, but thinking about the idea can take weeks, months or even years.

Are there any characters that you really enjoy drawing?

I love drawing Miss Battle-Axe from the Horrid Henry books. She never smiles.

Is it hard to do illustrations for other writers' books?

It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!



Questions 1-6 are about *Meet Tony Ross* (pages 4-5)

- 1 Find and copy one word from the top of page 4 that means well known. (page 4)



- 2 The Little Princess reminds Tony Ross of someone. Who is it? (page 4)



- 3 Tick **True** or **False** for each statement about the Little Princess. (page 4)

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		



(page 5)

- 4 What job did Tony Ross want to do before he became a writer and illustrator?



(pages 4 and 5)

- 5 Complete the table with the names of the writers and the characters they write about.

Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	



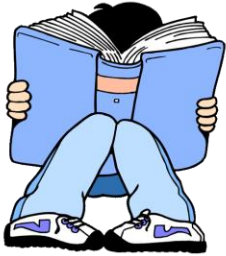
(page 5)

- 6 Why does Tony Ross like to illustrate his own books more than books by other people?



What next?

Quiet reading



Lunches

Main: Chilli beef and rice

Vegetarian: Macaroni cheese & salad

School Packed Lunch: Cheese, ham, tuna or jam

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The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

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Hello! My name is Horrid Henry. There are over 20 books about me!



Tony Ross, in his own words

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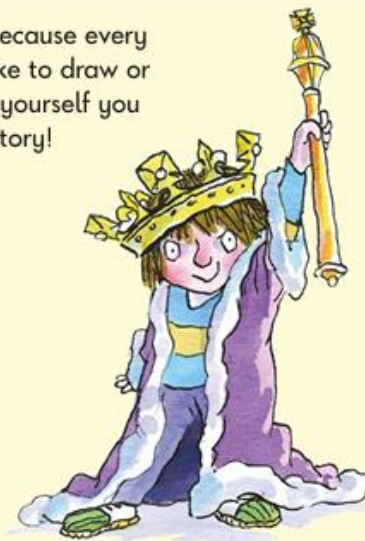
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Questions 1–6 are about
Meet Tony Ross (pages 4–5)

(page 4)

- 1 Find and copy one word from the top of page 4 that means *well known*.



1 mark

(page 4)

- 2 The Little Princess reminds Tony Ross of someone. Who is it?



1 mark

(page 4)

- 3 Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		



2 marks

(page 5)

- 4 What job did Tony Ross want to do before he became a writer and illustrator?



1 mark

(pages 4 and 5)

- 5 Complete the table with the names of the writers and the characters they write about.

Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	



1 mark

(page 5)

- 6 Why does Tony Ross like to illustrate his own books more than books by other people?



1 mark

Spelling

Contractions with Apostrophes

Contractions are words that have been shortened to make one word. Usually, the letters that have been removed are replaced with an apostrophe. These words all contain an apostrophe to show where the missing letters were...

Contractions with Apostrophes

can + not	→	cannot	→	can't
did + not	→	didnot	→	didn't
has + not	→	hasnot	→	hasn't
could + not	→	couldnot	→	couldn't
it + is	→	itis	→	it's
would + not	→	wouldnot	→	wouldn't
should + not	→	shouldnot	→	shouldn't
was + not	→	wasnot	→	wasn't

Can you air write an apostrophe with your finger?

Can you write an apostrophe on the back of your hand?

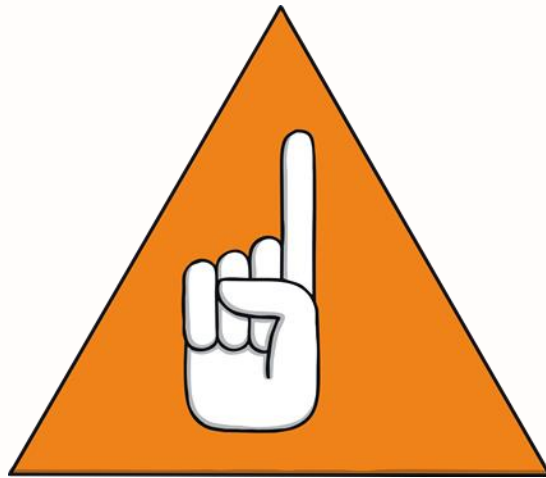
Be Careful!

This pair of words sound the same but are not spelt the same. They are **homophones**.

One of the spellings does not follow the pattern we are looking at.

it's

We have to hear them in a sentence to understand which spelling is needed.



its

“It’s dinner time!”

Here, the words ‘it is’ are squeezed together to become **it’s**. The apostrophe is used to show that the ‘i’ from ‘is’ is missing.



The cat left a trail of pawprints on the carpet because its paws were muddy.

Here **'its'** means 'the paws belonging to the cat' but there is no apostrophe. **It** does not follow the rule of adding apostrophe + s to show possession. You just add **s**.



Contractions without Apostrophes

Sometimes a longer word is shortened to a shorter word without an apostrophe. This often happens with the titles that are used before people's names.

These titles do not contain an apostrophe...

Mr/Mrs

Mister → Mr

Missus → Mrs

Don't forget!
Mrs and **Mr** are part of people's names so they both always begin with a **capital letter**.



Here are this week's spellings to practise.

can't

wouldn't

didn't

shouldn't

hasn't

wasn't

couldn't

Mr

it's

Mrs

Can you write 3 of these words into sentences?

LITERACY

Tuesday 12th May
T.B.A.T. use conjunctions
3 IN 3

Recap

2 Introducing the break letters: j, g, x, y, z, b, f, p, q, r, s

BACK

FORWARD



WORD BANK

zany
pretty
yummy
jugglers
queue
fluffy
quacking
foxes
frog

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



9

Mr. Fox Has a Plan

FOR THREE DAYS and three nights this waiting-game went on.

“How long can a fox go without food or water?” Boggis asked on the third day.

“Not much longer now,” Bean told him. “He’ll make a run for it soon. He’ll have to.”

Bean was right. Down in the tunnel the foxes were slowly but surely starving to death.

“If only we could have just a tiny sip of water,” said one of the Small Foxes. “Oh, Dad, can’t you do *something*?”

“Couldn’t we make a dash for it, Dad? We’d have a little bit of a chance, wouldn’t we?”

“No chance at all,” snapped Mrs. Fox. “I refuse to



let you go up there and face those guns. I’d sooner you stay down here and die in peace.”

Mr. Fox had not spoken for a long time. He had been sitting quite still, his eyes closed, not even hearing what the others were saying. Mrs. Fox knew that he was trying desperately to think of a way out. And now, as she looked at him, she saw him stir himself and get slowly to his feet. He looked back at his wife. There was a little spark of excitement dancing in his eyes.

“What is it, darling?” said Mrs. Fox quickly.

“I’ve just had a bit of an idea,” Mr. Fox said carefully.

“What?” they cried. “Oh, Dad, what is it?”

“Come *on!*” said Mrs. Fox. “Tell us quickly!”

“Well . . .” said Mr. Fox, then he stopped and sighed and sadly shook his head. He sat down again. “It’s no good,” he said. “It won’t work after all.”

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



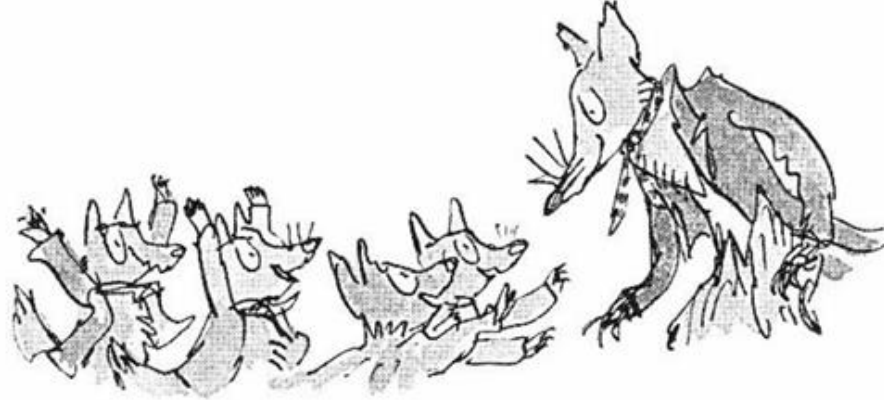
Lunch



Maths



Computing
Art



“Why not, Dad?”

“Because it means more digging and we aren’t any of us strong enough for that after three days and nights without food.”

“Yes we are, Dad!” cried the Small Foxes, jumping up and running to their father. “We can do it! You see if we can’t! So can you!”

Mr. Fox looked at the four Small Foxes and he smiled. What fine children I have, he thought. They are starving to death and they haven’t had a drink for three days, but they are still undefeated. I must not let them down.

“I . . . I suppose we could give it a try,” he said.

“Let’s go, Dad! Tell us what you want us to do!”

Slowly, Mrs. Fox got to her feet. She was suffering more than any of them from the lack of food and water. She was very weak. “I am so sorry,” she said, “but I don’t think I am going to be much help.”

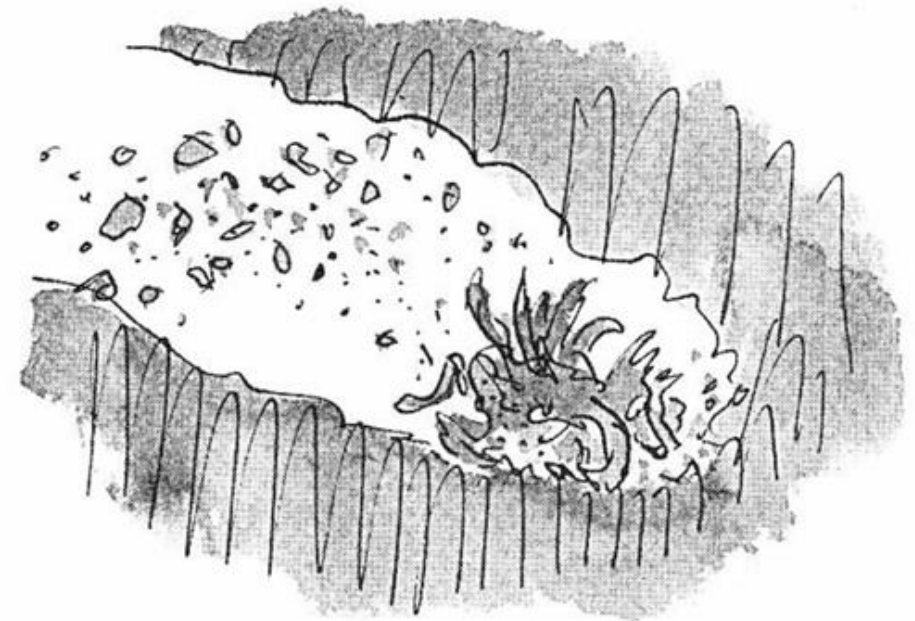
“You stay right where you are, my darling,” said Mr. Fox. “We can handle this by ourselves.”

10

Boggis’s Chicken House Number One

“THIS TIME we must go in a very special direction,” said Mr. Fox, pointing sideways and downward.

So he and his four children started to dig once again. The work went much more slowly now. Yet they kept at it with great courage, and little by little the tunnel began to grow.



“Dad, I wish you would tell us *where* we are going,” said one of the children.

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



"I dare not do that," said Mr. Fox, "because this place I am *hoping* to get to is so *marvellous* that if I described it to you now you would go crazy with excitement. And then, if we failed to get there (which is very possible), you would die of disappointment. I don't want to raise your hopes too much, my darlings."

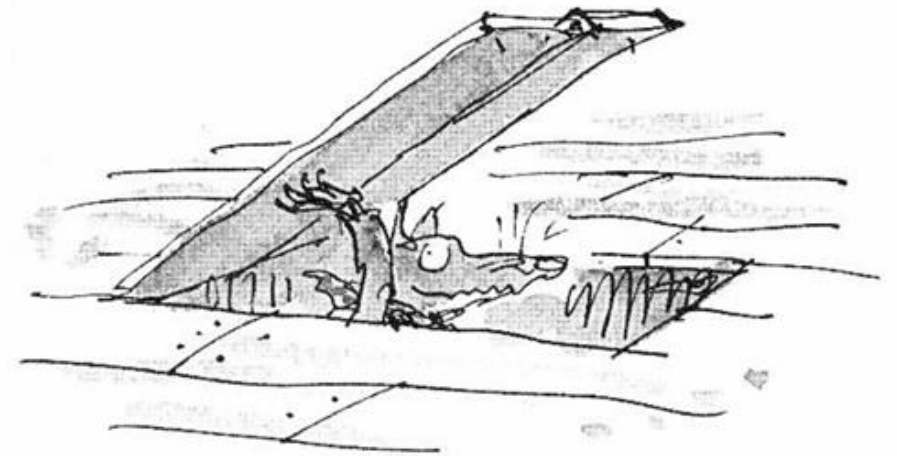
For a long long time they kept on digging. For how long they did not know, because there were no days and no nights down there in the murky tunnel. But at last Mr. Fox gave the order to stop. "I think," he said, "we had better take a peep upstairs now and see where we are. I know where I *want* to be, but I can't possibly be sure we're anywhere near it."



Slowly, wearily, the foxes began to slope the tunnel up towards the surface. Up and up it went . . . until suddenly they came to something hard above their heads and they couldn't go up any further. Mr. Fox reached up to examine this hard thing. "It's wood!" he whispered. "Wooden planks!"

"What does that mean, Dad?"

"It means, unless I am very much mistaken, that we are right underneath somebody's house," whispered Mr. Fox. "Be very quiet now while I take a peek."



Carefully, Mr. Fox began pushing up one of the floorboards. The board creaked most terribly and they all ducked down, waiting for something awful to happen. Nothing did. So Mr. Fox pushed up a second board. And then, very very cautiously, he poked his head up through the gap. He let out a shriek of excitement.

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



"I've done it!" he yelled. "I've done it *first time!* I've done it! I've done it!" He pulled himself up through the gap in the floor and started prancing and dancing with joy. "Come on up!" he sang out. "Come up and see where you are, my darlings! What a sight for a hungry fox! Hallelujah! Hooray! Hooray!"

The four Small Foxes scrambled up out of the tunnel and what a fantastic sight it was that now met their eyes! They were in a huge shed and the whole place was teeming with chickens. There were white chickens and brown chickens and black chickens by the thousand!

"Boggis's Chicken House Number One!" cried Mr. Fox. "It's exactly what I was aiming at! I hit it slap in the middle! First time! Isn't that fantastic! *And*, if I may say so, rather clever!"

The Small Foxes went wild with excitement. They started running around in all directions, chasing the stupid chickens.

"Wait!" ordered Mr. Fox. "Don't lose your heads! Stand back! Calm down! Let's do this properly! First of all, everyone have a drink of water!"

They all ran over to the chickens' drinking-trough and lapped up the lovely cool water. Then Mr. Fox chose three of the plumpest hens, and with a clever flick of his jaws he killed them instantly.

"Back to the tunnel!" he ordered. "Come on! No



VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



fooling around! The quicker you move, the quicker you shall have something to eat!”

One after another, they climbed down through the hole in the floor and soon they were all standing once again in the dark tunnel. Mr. Fox reached up and pulled the floorboards back into place. He did this with great care. He did it so that no one could tell they had ever been moved.

“My son,” he said, giving the three plump hens to the biggest of his four small children, “run back with these to your mother. Tell her to prepare a feast. Tell her the rest of us will be along in a jiffy, as soon as we have made a few other little arrangements.”

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Tuesday 12th May

What would make this
summary better?

How could we improve it?

Conjunctions to join ideas would
make it easier to read.

Remember:

but and however mean the same
so and however mean the same

Chapter 3 – Summary

Mr Fox asked Mrs Fox what she would like to eat. She told him she would like some duck for dinner. Mrs Fox warned Mr Fox to be careful. It was getting dangerous to steal from the farmers. Carefully, Mr Fox crept out of his tunnel. He sniffed the air once. He moved a few inches forward.

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Which conjunctions would you use to join these sentences together?

and so therefore but
however because then or
while until

Mr Fox asked Mrs Fox what she would like to eat.

Mrs Fox told Mr Fox she would like some duck for dinner.

Mrs Fox warned Mr Fox to be careful.

It was getting dangerous to steal from the farmers.

Carefully, Mr Fox crept out of his tunnel.

He sniffed the air once . He moved a few inches forward.



Brain
Breaks



[Silly to Calm: Quick kids yoga movement break complete with dancing and breathing. - YouTube](#)

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Can you extend these sentences using conjunctions?

so because and then
or until when

Mr Fox asked Mrs Fox what she would like to eat

Mrs Fox warned Mr Fox to be careful

Carefully, Mr Fox crept out of his tunnel

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Re-write this summary so it has sentences using conjunctions.

The smoke from the three guns floated up into the night air then Boggis, Bunce and Bean came out from behind their trees then one of them shone a flashlight on the ground then Bean picked up the bloodstained remains of Mr Fox's tail.

BREAK

P.E.

Learning Objective

To understand the rules of the game and use these to play fairly.

Success Criteria

- Look at where the ball is before deciding to run on to the next base.
- Look at where the batter is before making a decision about where to send the ball.

Whole Child Objectives

Social: To work with others to set up and manage games.

Emotional: To be accepting and control my emotions when playing games.

Thinking: To use tactics and make quick decisions to help my team.

Equipment



CONES
x 20



TENNIS BALLS
x 15



TENNIS RACKETS
x 5

Optional:



BEANBAGS



**PLAYGROUND
BALL**

10

Mins

Warm Up and Introduction

How many?

Place a number of cones out around the teaching space.

A Pupils begin by jogging around the space, touching cones that they pass with their hand.

Use quick changes of direction after touching a cone to move in a different direction.

B Introduce a 20 second blast where pupils have to touch as many cones as they can within 20 seconds before returning to jogging.

Be aware of other people, keep your head up.

C In pairs with one ball. This time, they move around the area by rolling the ball to each other. How many cones can they touch the ball to in one minute?

To move, you must roll the ball to your teammate then find a new space to receive the ball.

D Repeat the activity with underarm throwing and then overarm throwing.

Make sure your teammate is looking at you before throwing to them.

Make this easier by using a beanbag or playground ball.

30

Mins

Skill Development

Which base?

Q: How can a fielder get a batter out? *By catching the batters ball or by stumping the cone that they are running towards.*

In groups of six with four cones and one ball. They create a square with the batter at one cone, three fielders at the other three cones and two fielders in the middle with the ball.

- The batter shouts 'go' and attempts to make it around the outside of the square and back to their start cone to score a maximum of four points. They score one point for each cone they make it to.
- When the batter shouts 'go', the two fielders in the middle throw to each other six times counting aloud and then attempt to get the batter out by throwing to the fielder at the cone that the batter is running to.
- The fielder touches the ball to the cone to stump the batter out.

Batters have two turns before changing roles.

Q: Who should move to the final cone, ready to catch? *The fielder at the first cone could move to the last cone if the batter has already passed them.*

Batter must run around the outside of the cones. Listen to the fielders count to help you to know if you think you will be able to make it to the next cone or not, if you get stumped out, you get no points for that turn.

Fielders at the cones, look at the ball and be ready to catch. Fielders in the middle, look at where the batter is before deciding who to throw to.

Make this easier for the fielders by decreasing the number of throws in the middle. Make this harder for the fielders by increasing the size of the square.



Batter

Bringing it all together:

In groups of six. One bowler, one batter, one back stop and three fielders. Use the set up as above. The batter uses a tennis racket to hit the ball.

- The bowler bowls to the batter, allowing the ball to bounce once.
- The batter hits the ball and runs around the cones, scoring one point for every cone they pass. They can continue to run around the cones as many times as they like.
- The fielders can get the batter out or stop them from scoring by either catching the ball before it bounces more than once or by stumping the cone that the batter is running to.

Batters have two turns before changing roles. Tell pupils they will need to use different ideas to help their team succeed. These ideas are called tactics. Talk through the tactics they should use.

Batters:

- Try to hit the ball far and away from the fielders.
- Make a decision about whether you think you will make it to the next cone before being stumped out. If you try to get to the cone and are stumped, you get no points for that turn.

Fielders:

- Spread out to cover as much space as possible.
- Remember it is easier to track a ball than chase it so start further back and move towards the ball.
- Look at where the batter is running to before deciding where to throw the ball.
- If you aren't the fielder collecting the ball that has been hit, how can you be helpful? Which cone could you move to, to help your team get the batter out or stop them from scoring?

Make this easier by using a playground ball and either throwing or kicking the ball.

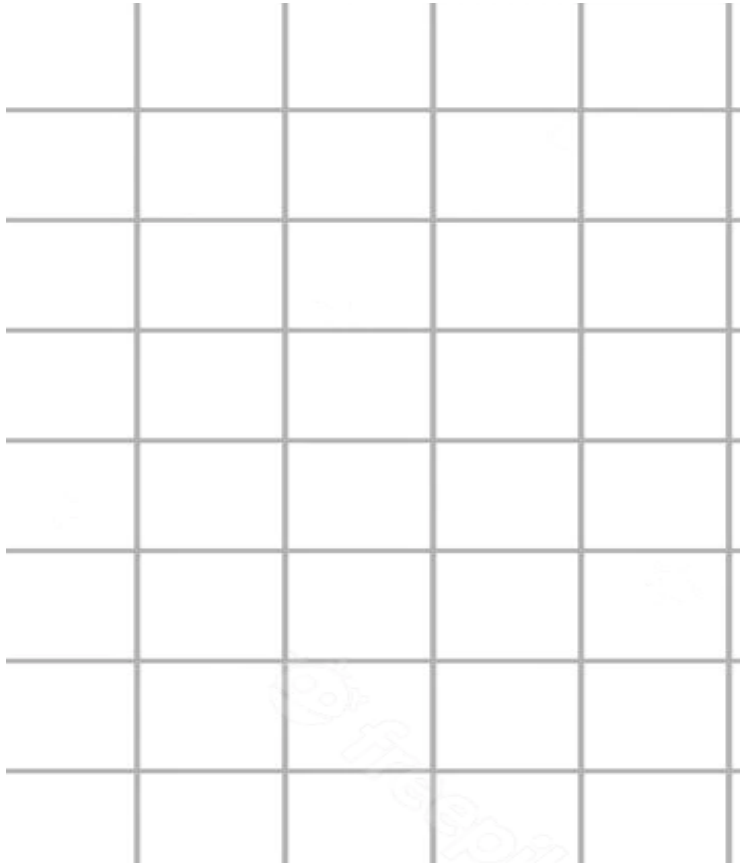
LUNCH

MATHS

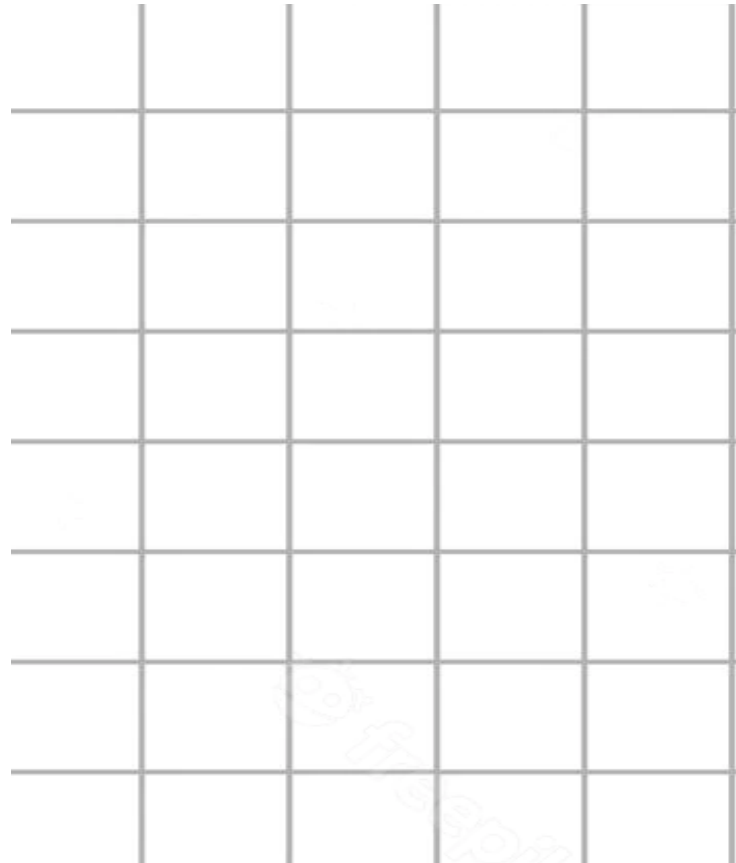
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T.B.A.T. Interpret and compare scales in grams

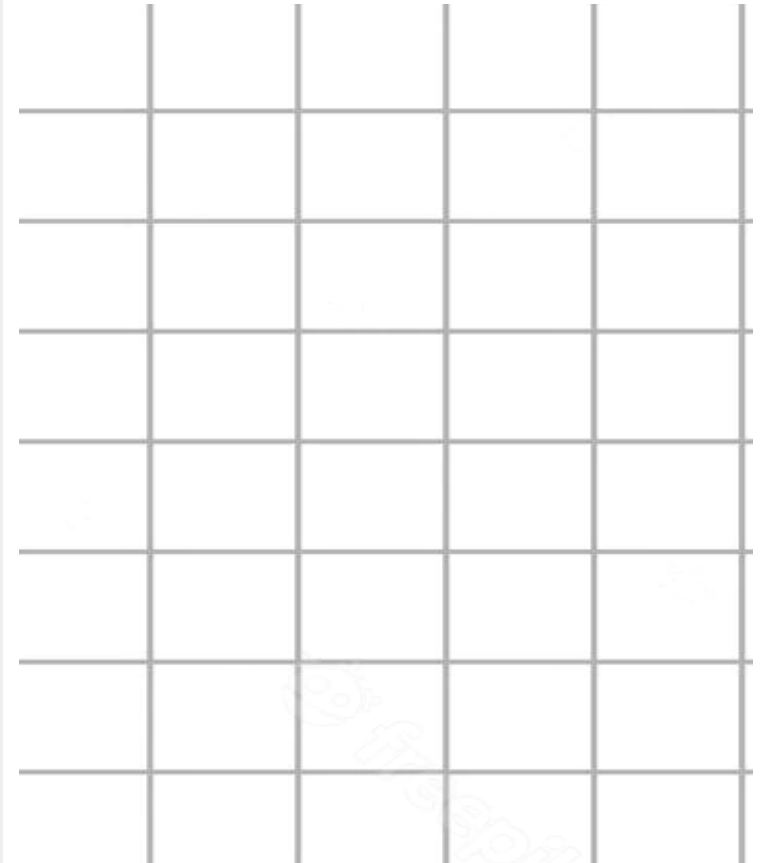
1. $5 \times 9 = \underline{\quad}$



2. $2 \times 10 = \underline{\quad}$



3. $8 \times 10 = \underline{\quad}$



CHALLENGE: Which answer is the odd one out and why? Explain your answer.

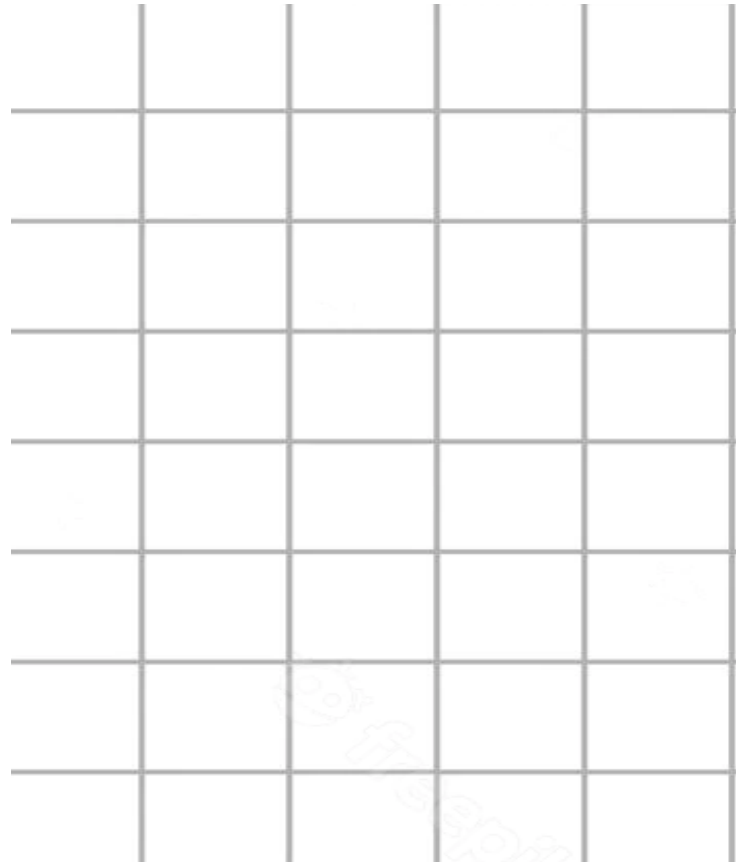
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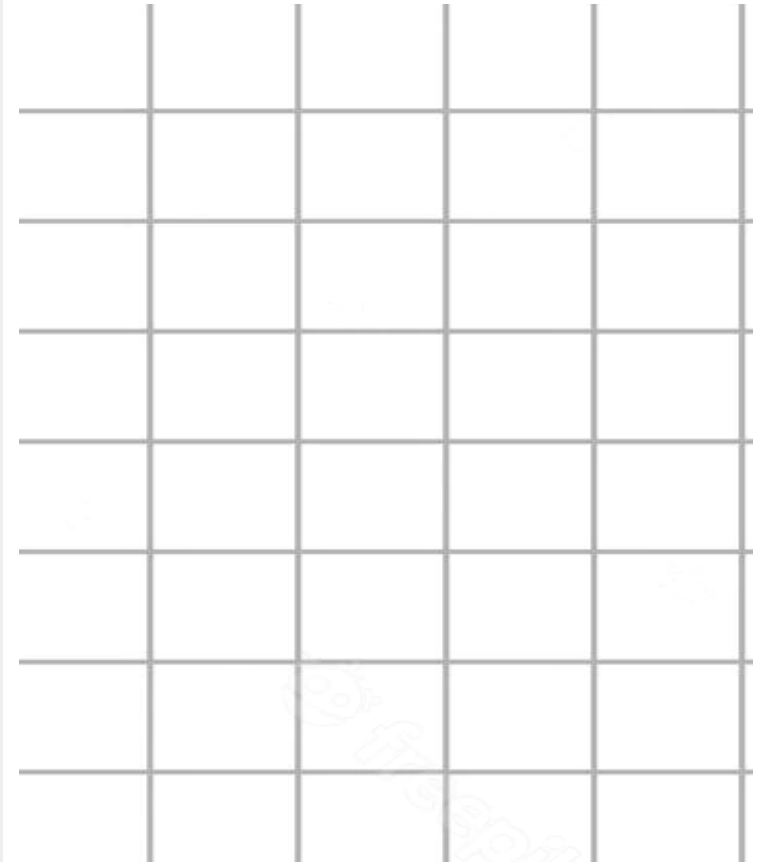
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3. $8 \times 10 = \underline{\quad}$



CHALLENGE: Which answer is the odd one out and why? Explain your answer.

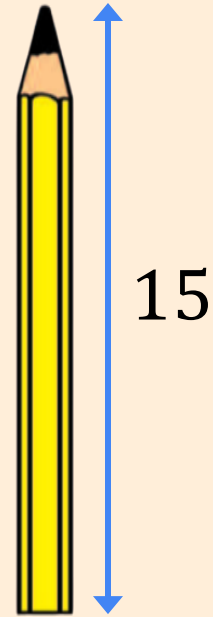
B/G: Match each object with a unit of measurement



540



250



centimetres

grams

millilitres

mass



kilogram



heavier than

gram



lighter than

weigh



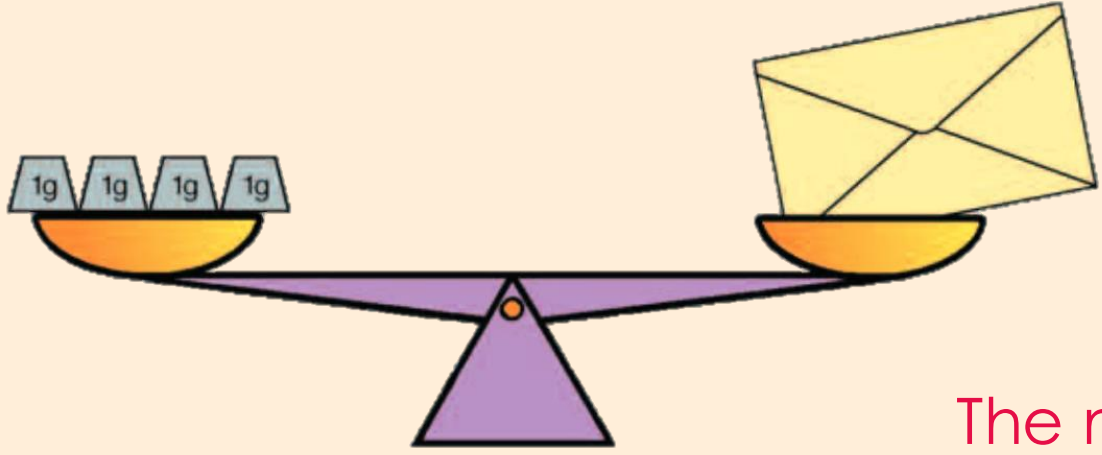
1000



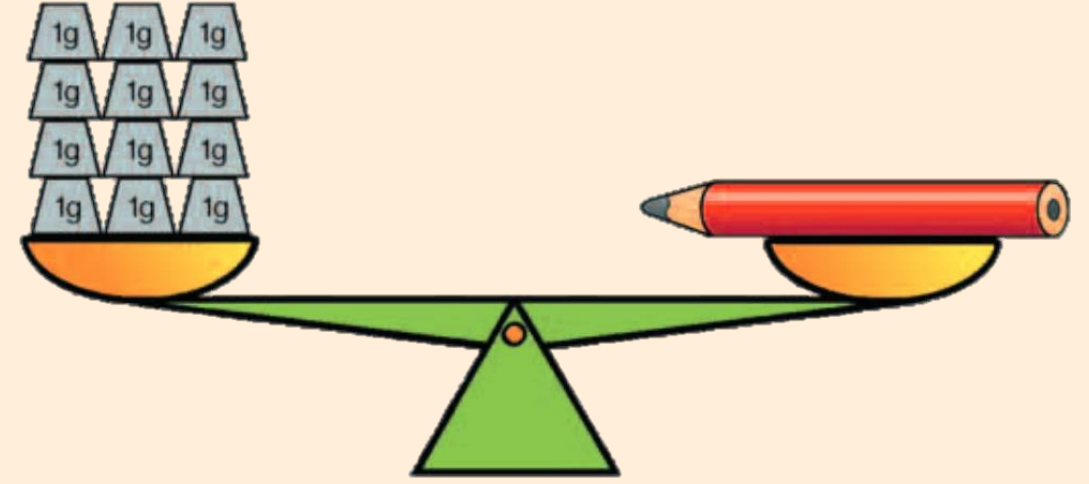
as heavy as

The mass of the _____ is ___ g

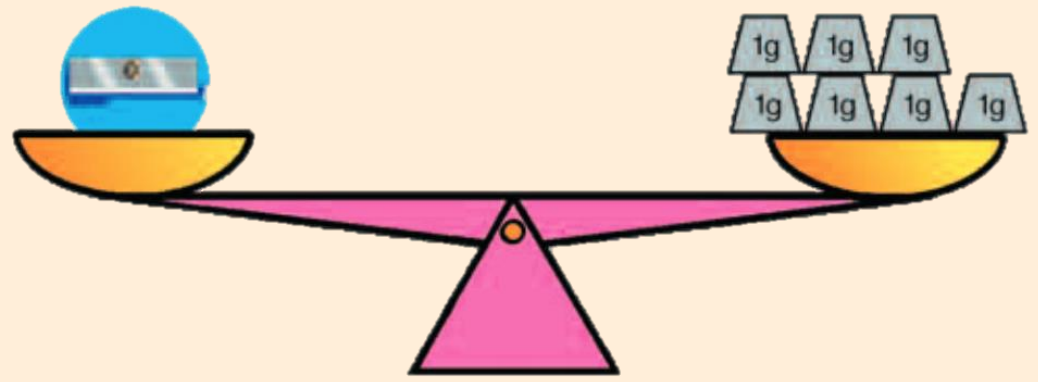
The mass of the _____ is ___ g



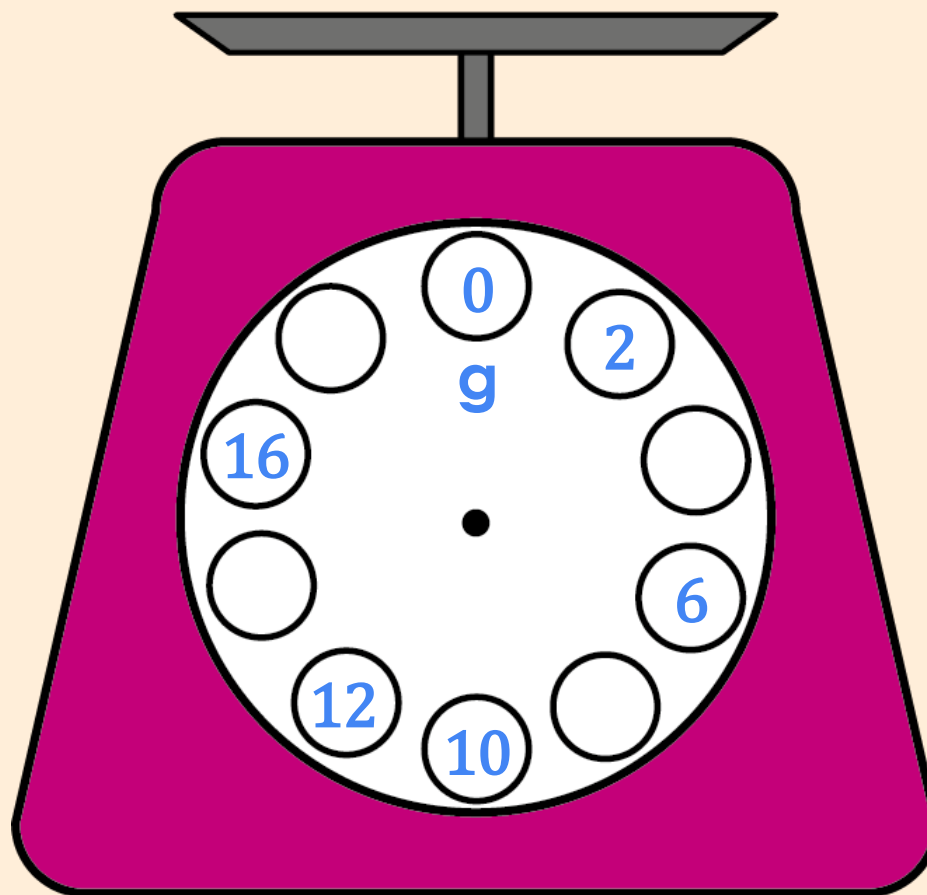
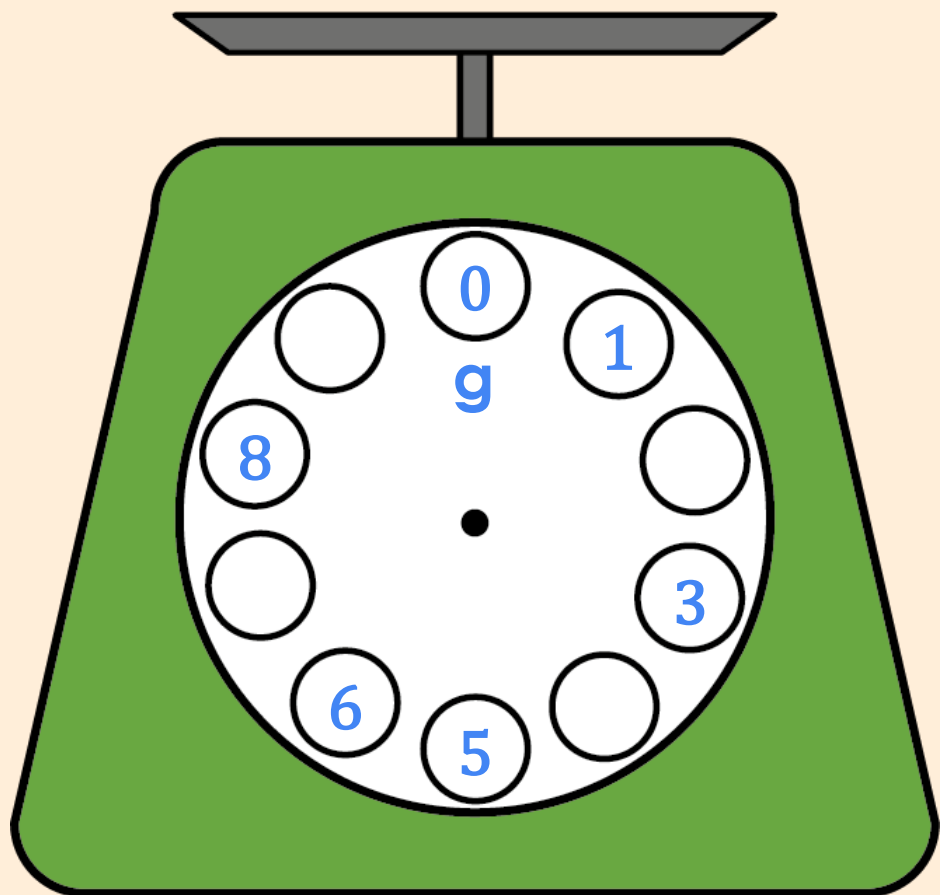
The mass of the _____ is ___ g



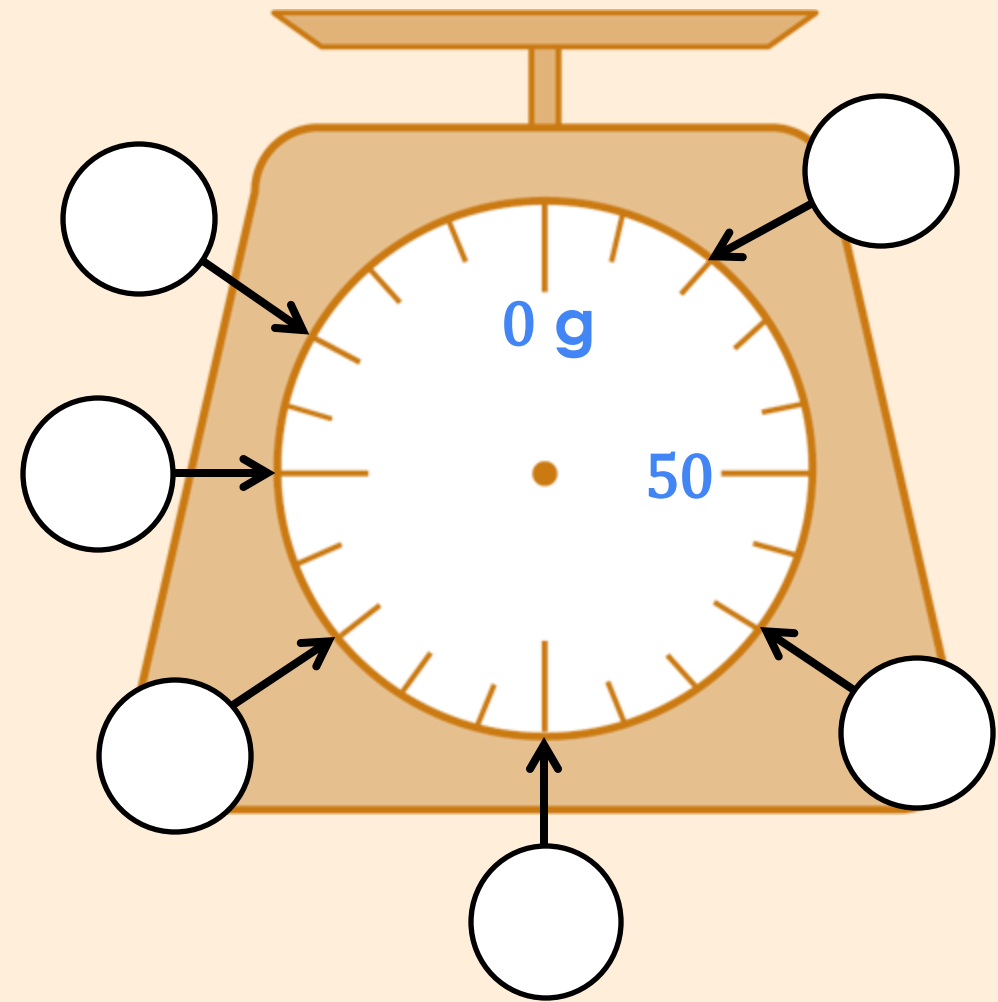
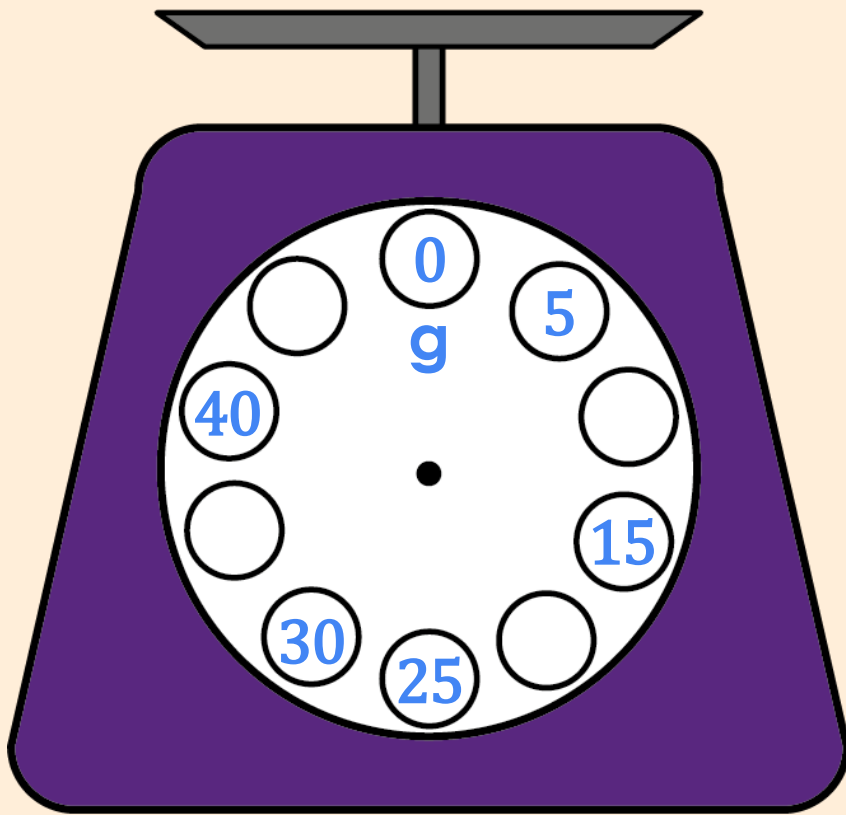
The mass of the _____ is ___ g



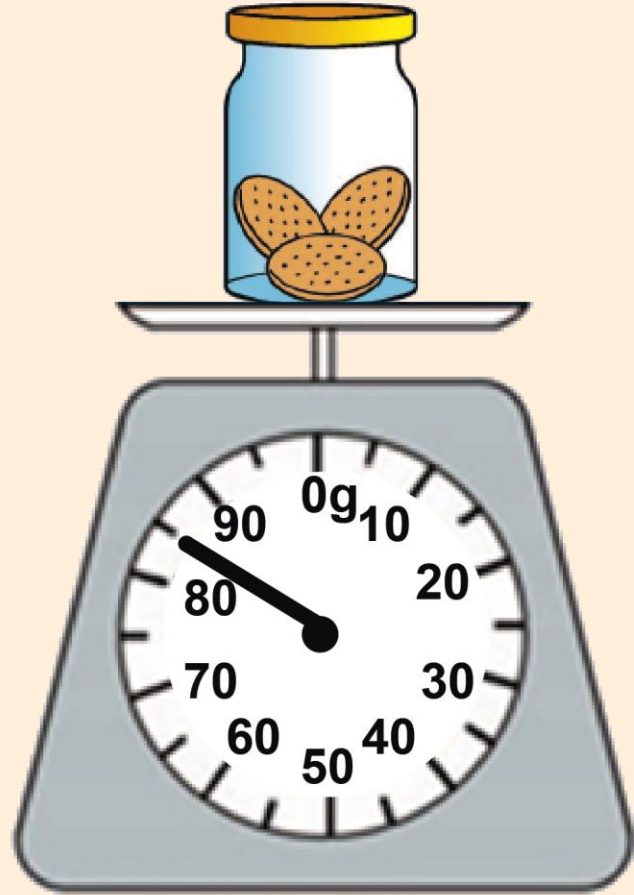
To read this scale you need to count in steps of ...



To read this scale you need to count in steps of ...



Which is heavier?

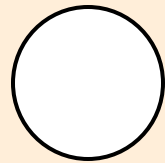


g



g

write
< or >



To interpret scales labelled in grams and compare masses of objects measured in grams

- Work out the steps on each scale (one, two, five or ten).
- Read the mass of each object and record it in grams.
- Order the masses of all the objects.

Record the mass of each object using 'g'.

_____ g _____ g

_____ g _____ g

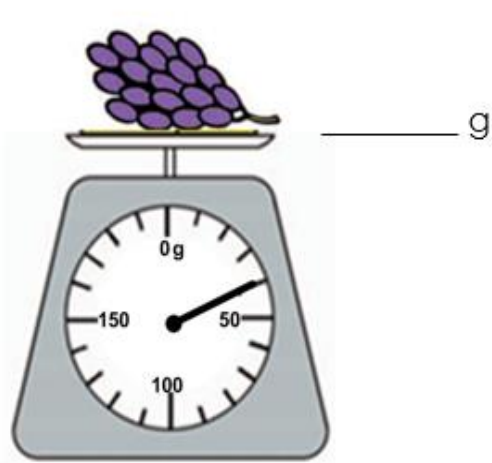
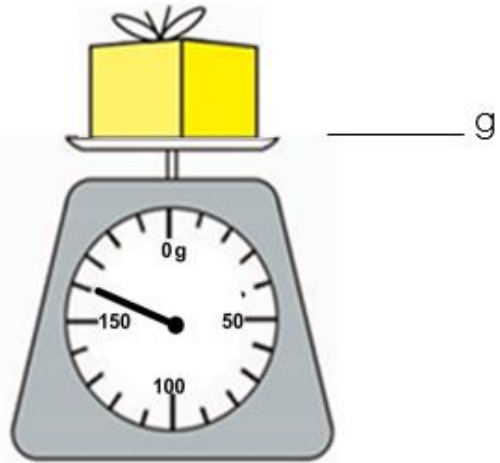
Write the masses in order.

_____ g > _____ g > _____ g > _____ g
heaviest ←————→ lightest

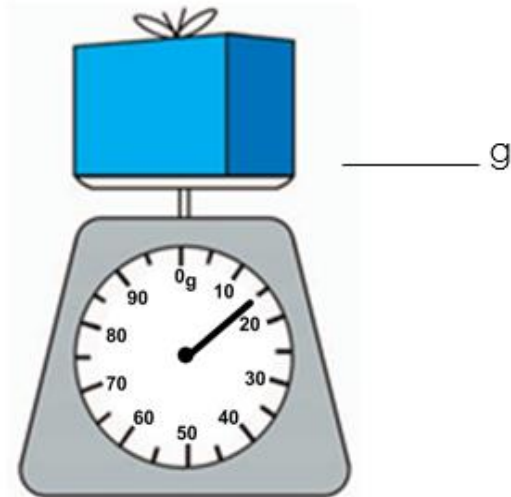
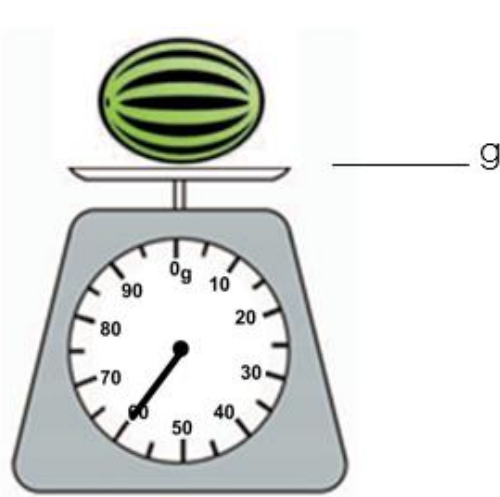
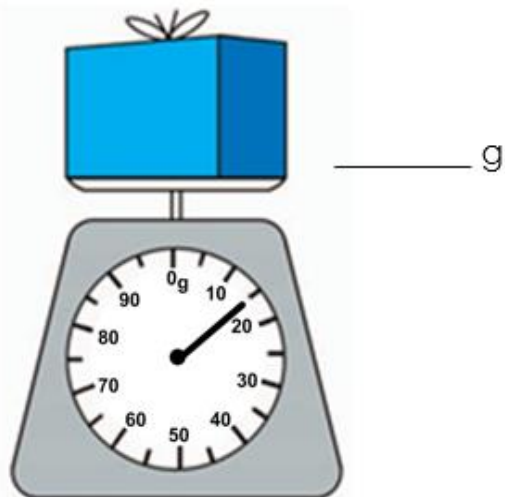
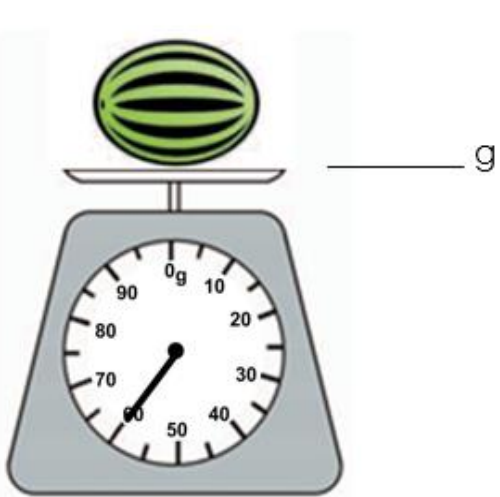
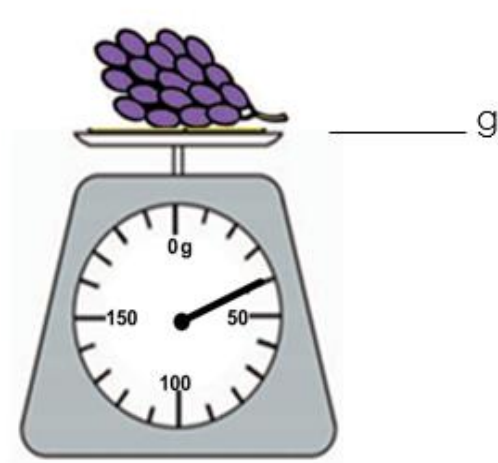
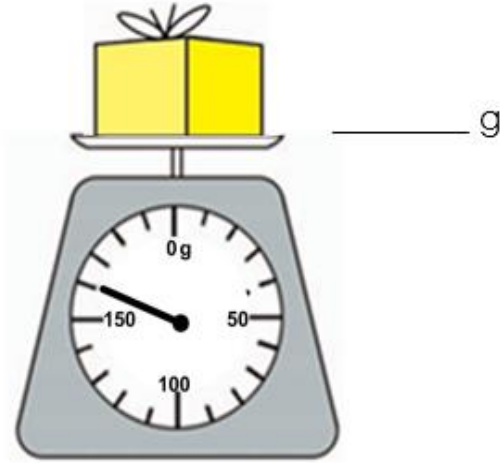
**DANNY
GO!**



Record the mass of each object using 'g'. **12.05.26**



Record the mass of each object using 'g'. **12.05.26**



Write the masses in order.

_____ g > _____ g > _____ g > _____ g
heaviest ←————→ lightest

Write the masses in order.

_____ g > _____ g > _____ g > _____ g
heaviest ←————→ lightest

12.05.26 CHALLENGE

Find objects around your classroom and estimate their weight below.

Object	Mass (g)
	25 g
	60g
	85 g
	200 g

12.05.26 CHALLENGE

Find objects around your classroom and estimate their weight below.

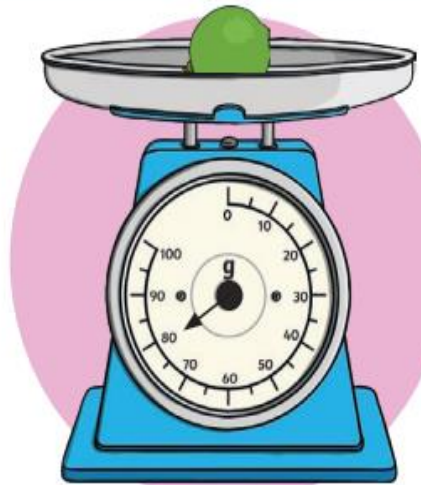
Object	Mass (g)
	25 g
	60g
	85 g
	200 g

12.05.26 GREATER DEPTH

What could their masses be?
How many possibilities can you
find?

The mass of the fruits can be measured on these scales.

- They are both **heavier** than the lime.
- The lemon is 15 grams **lighter** than the tangerine.



12.05.26 GREATER DEPTH

What could their masses be?
How many possibilities can you
find?

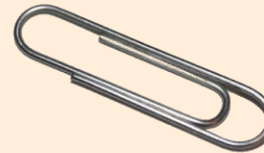
The mass of the fruits can be measured on these scales.

- They are both **heavier** than the lime.
- The lemon is 15 grams **lighter** than the tangerine.



Matching activity

- 1 gram
- 35 kilograms
- 1 kilogram
- 130 grams



Plenary



**DANNY
GO!**



ART

COMPUTING

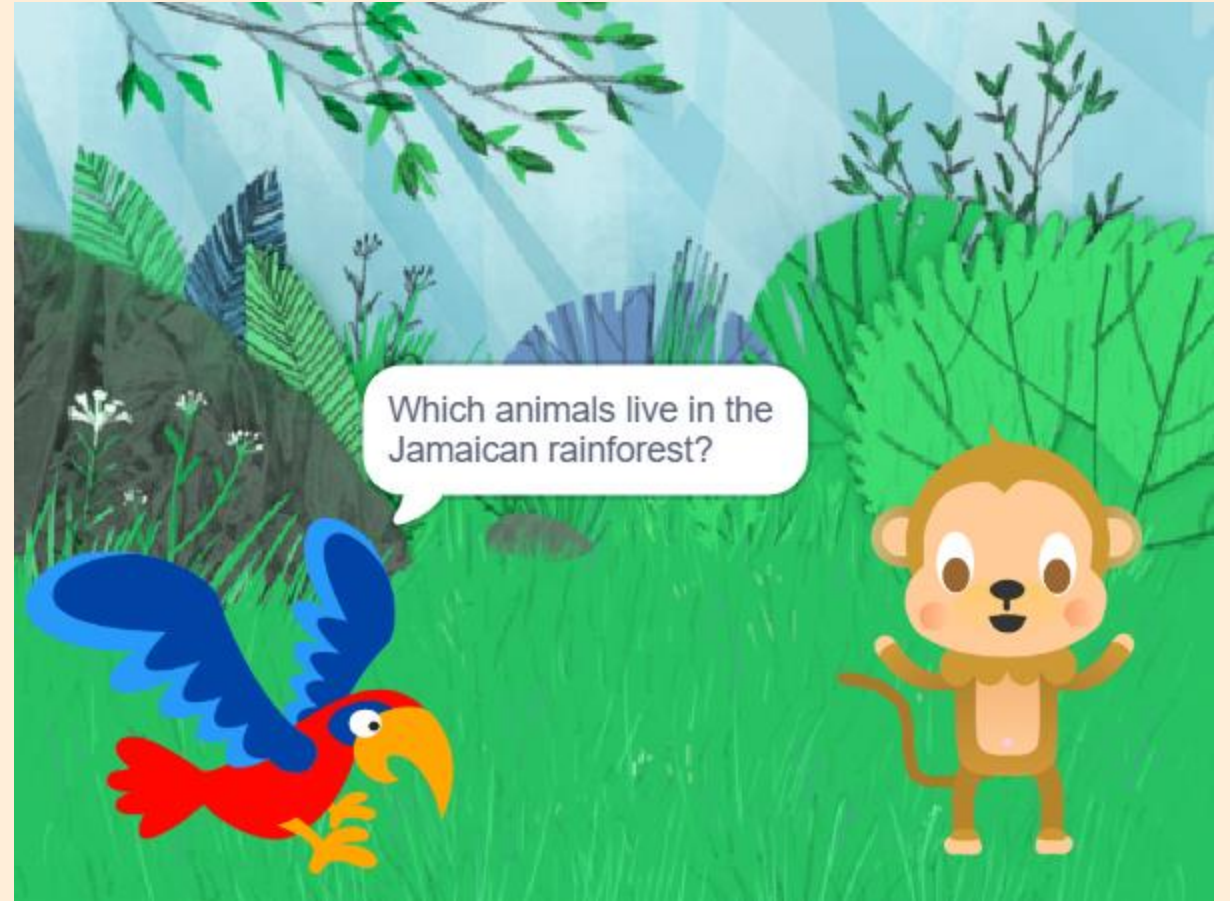
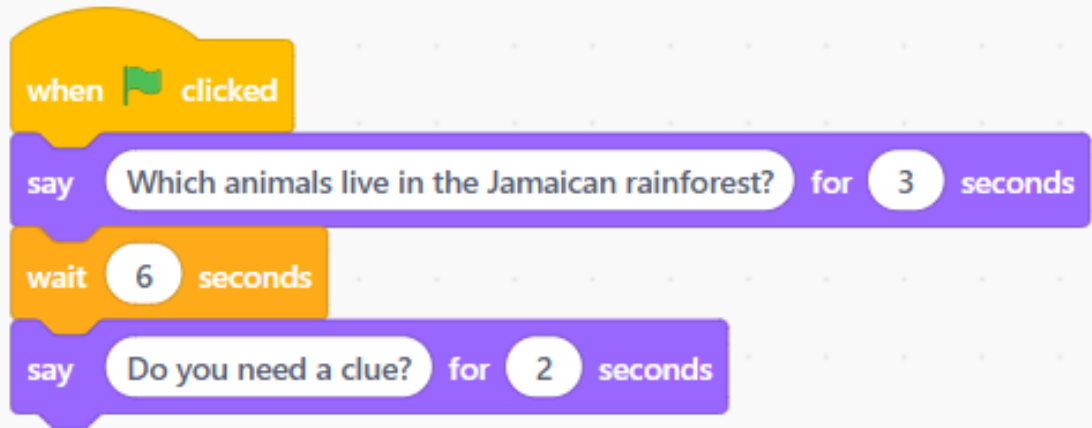
T.B.A.T. Modify a Scratch quiz

Step 1 - background and sprites



T.B.A.T. Modify a Scratch quiz

Step 2 - questions and answers



T.B.A.T. Modify a Scratch quiz

Step 3

