

Wednesday 6th May

Morning Challenge

1. What was the strange light that Superman saw coming from the cave?
2. Why couldn't Superman enter the cave at first?
3. Who was working in the hidden laboratory inside the cave, and what was their diabolical plan?



Wednesday 6th May

Extended reading (chapter 4)

AT KEYHOLE COVE, the reef met the rocks in a huge ring. On one side were the worn gray rocks where the sea lions sat, and on the other the harsh black rocks of the wild east coast.

Inside the ring, the water was calm and a light, clear blue. The sea shushed in and out through a hole in the reef, but only the biggest waves could break over the top. It was a perfect place for swimming. You could float on your back because if you started to daydream you'd bump your head on the reef before you floated out to sea. When you rolled over, you could watch sea horses and shells and the open jaws of the giant clams with polka-dot fish racing through them. It was the perfect place to do a coconut experiment and find out how to make a raft for Alex Rover. So early next morning, Nim loaded up her wagon with coconuts. Fred climbed on top and she towed them across the grasslands (because it was easier than towing a wagon across sand and rocks) to Keyhole Cove. Selkie swam around to Sea Lion Point and sat and barked for Nim to hurry up.

1. What does the 'sea shushed' mean? What picture does it make the reader imagine?
2. Why has the author used the word 'perfect' twice?
3. Why is Nim trying to make a raft for Alex Rover?

Wednesday 6th May

Extended reading

But Nim got another load and then another, till she had twenty fat coconuts heaped on the rocks, and then she hurled them into the water one by one. The coconuts bombed in and bobbed up. Selkie barked louder and louder. Fred got so excited he dived in with the last one. Nim and Selkie jumped in, too. There was still lots of room in the cove, even with twenty floating coconuts. Lots of room for Nim to float and somersault and stand on her hands, and for Fred to dash and dive and for Selkie to swish splash the water through the Keyhole Rock.

When Selkie was bored with splashing, she grabbed Fred by the tail. It was Selkie's favorite game, but she was so big and Fred was so little that it really wasn't fair. Fred's legs whirred—he paddled faster and faster, harder and harder—but he couldn't get anywhere. "Leave him alone, Selkie!" Nim shouted. But it was hard not to laugh, and Fred sulked at the bottom of the cove when Selkie finally let him go.

1. Why is Nim not worried the coconuts might float away?
2. Why is Selkie barking? What might she be feeling?
3. Why did Fred sulk?

06.05.26

Times tables

4x table.

Label the counting stick - what numbers first and why?

(Post its)



06.05.26

TBAT: read and analyse bar charts.

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

4x



06.05.26

TBAT: read and analyse bar charts.

3 in 3

1. $\frac{1}{4}$ of 36 =

2. $372 + 229 =$

3a. True or false?

$$\frac{3}{7} + \frac{1}{7} = \frac{4}{14}$$

4. Use the column method to find the missing values.

$$625 \Rightarrow -81 \Rightarrow A$$

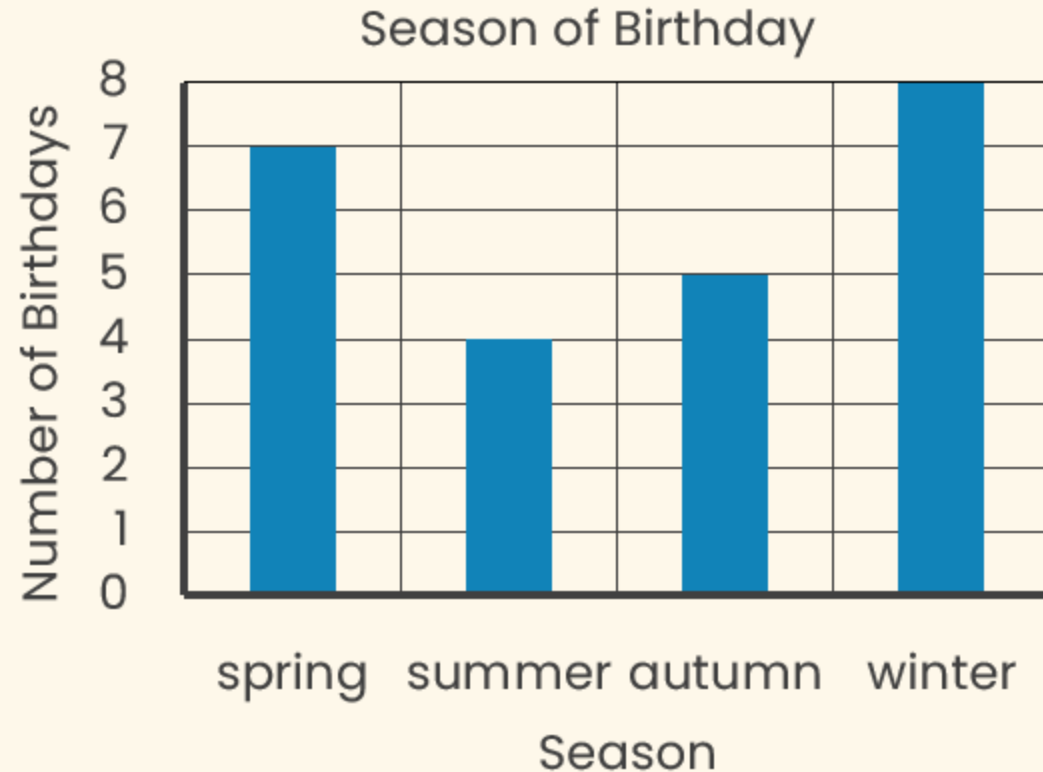
$$A \Rightarrow -35 \Rightarrow B$$

$$B \Rightarrow -58 \Rightarrow C$$

06.05.26

TBAT: read and analyse bar charts.

We use **bar charts** to show information. The height of the bar determines how popular the category is.



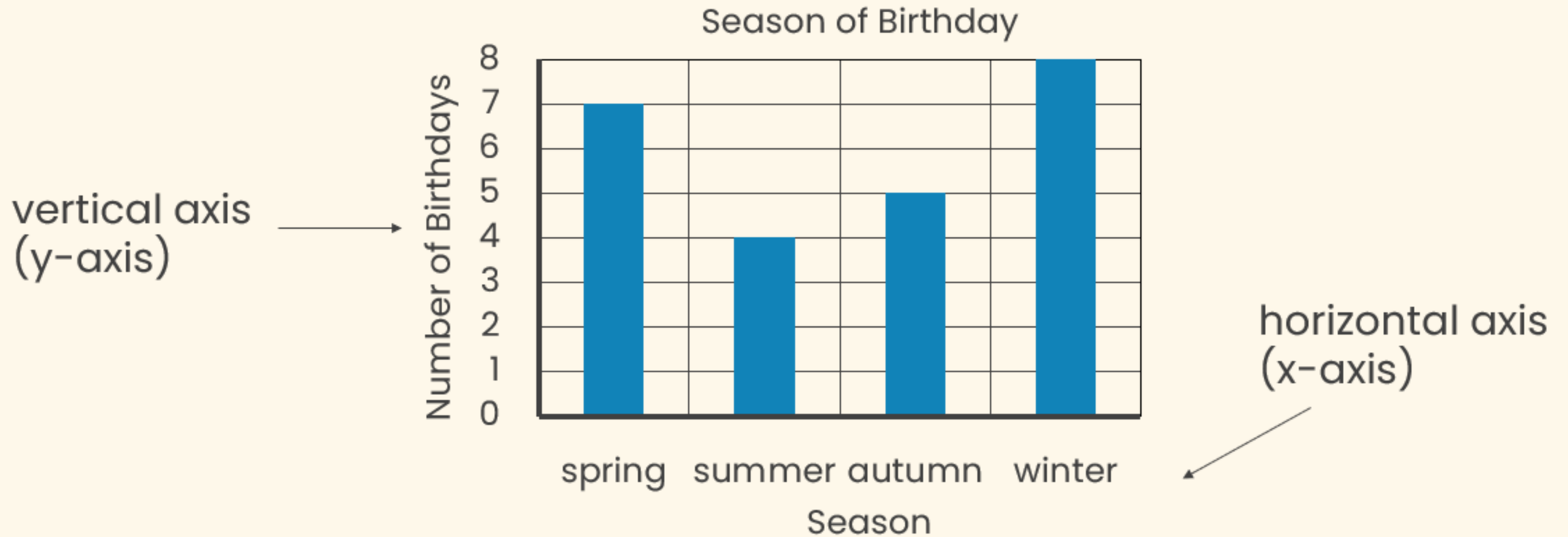
Winter has the **most** birthdays with the total number of **8**.

Summer has the **least** birthdays with the total number of **4**.

06.05.26

TBAT: read and analyse bar charts.

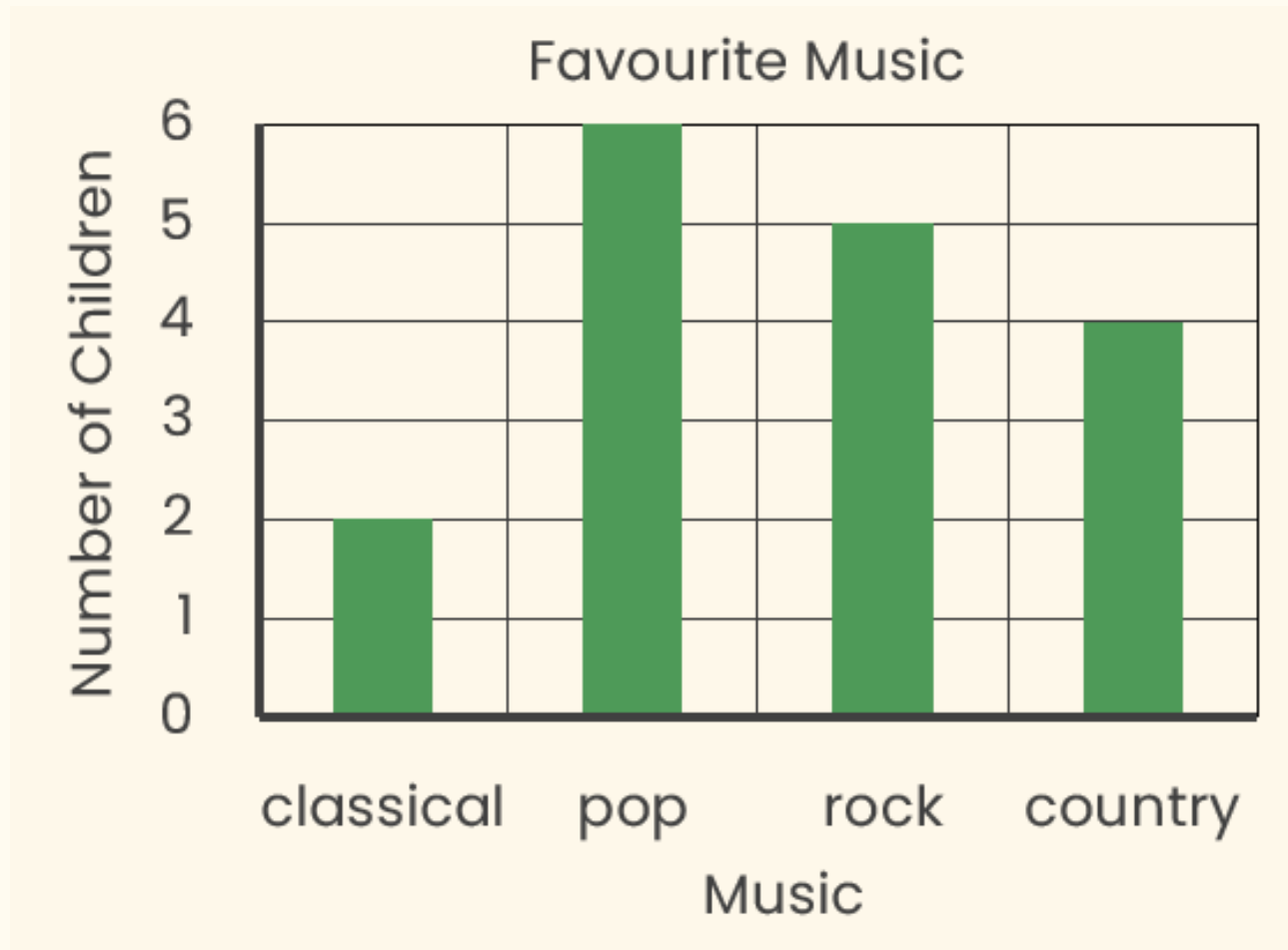
In this bar chart, the numbers or amounts are shown on the vertical axis (y-axis) using a scale.



The horizontal axis shows the groups or things we are comparing.

06.05.26

TBAT: read and analyse bar charts.



Talk partners:

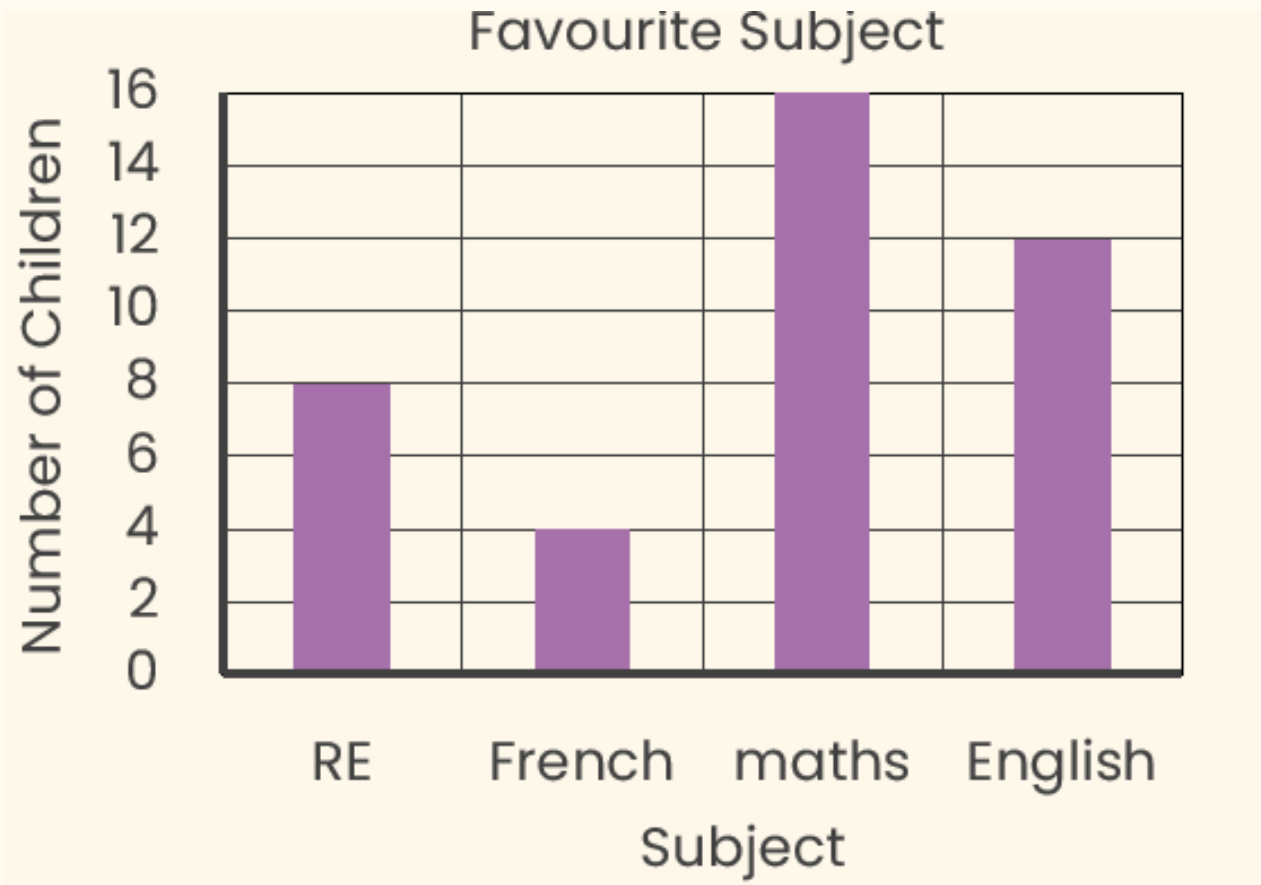
How many children chose pop as their favourite type of music?

What type of music was the least favourite?

06.05.26

TBAT: read and analyse bar charts.

The scale of a bar chart may increase in intervals greater than 1.
This can help us to represent larger numbers. This scale is in intervals of 2.

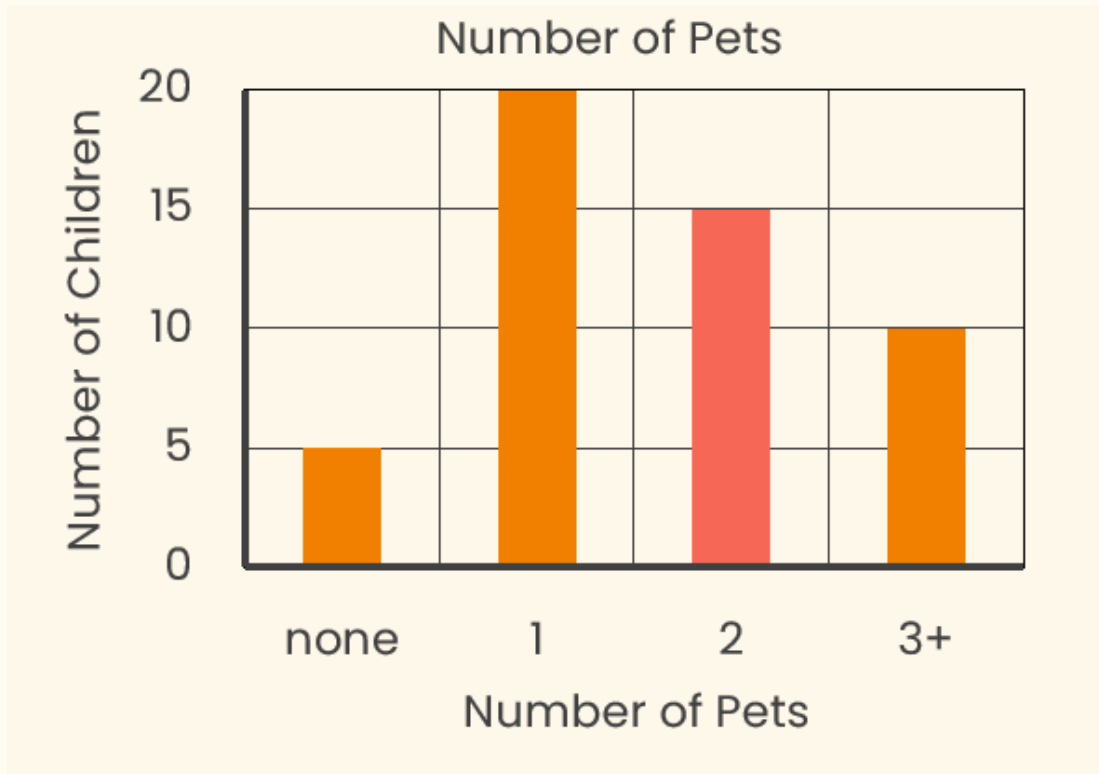


How many children chose
maths as their
favourite subject?

What subject is the
least favourite?

06.05.26

TBAT: read and analyse bar charts.



On whiteboards:

How many children have 2 pets?

How many children have 3 or more pets?

How many pets for a child to own is the most popular?
What is the least popular?

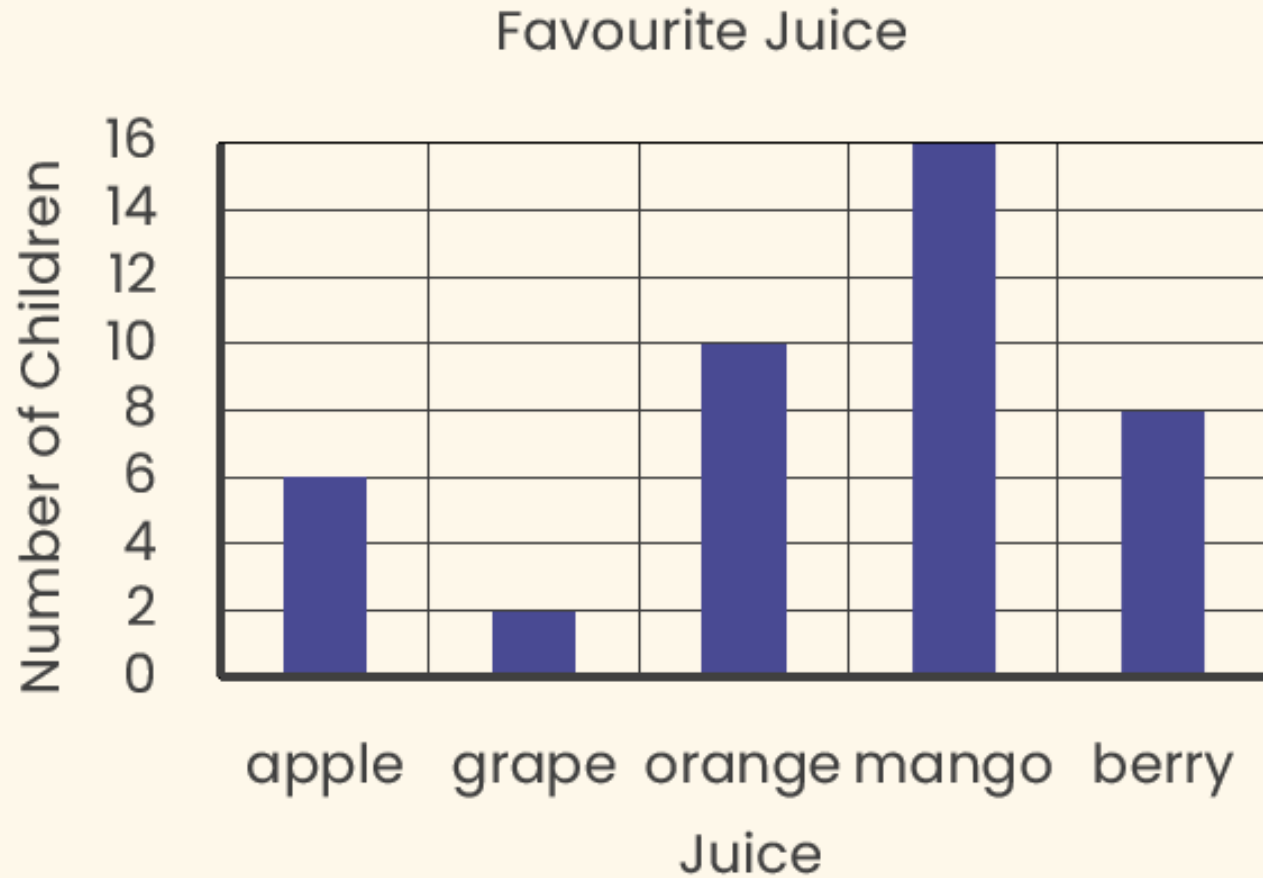
06.05.26

TBAT: read and analyse bar charts.

Thinking time:

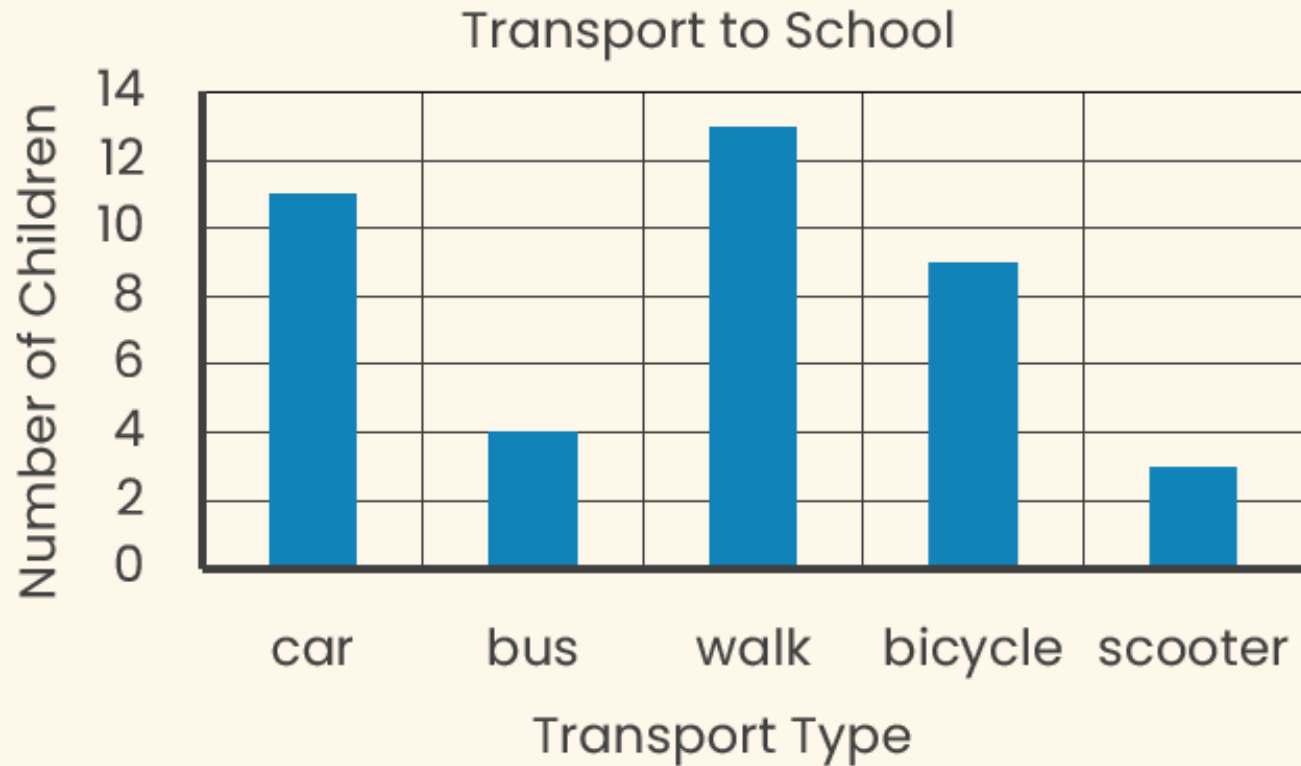
How many more children chose mango than berry?

8 more children preferred mango to berry.



06.05.26

TBAT: read and analyse bar charts.



How many more children walked to school instead of taking the bus?

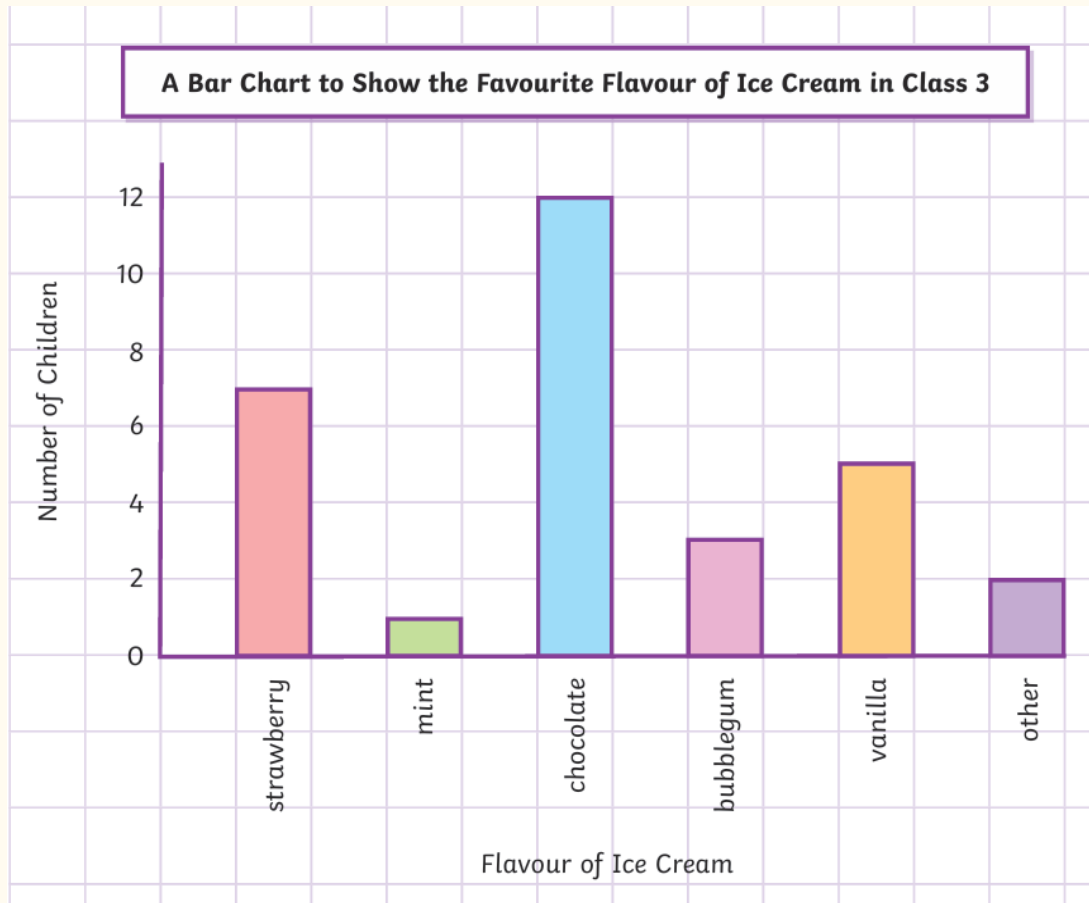
How many more children cycled to school instead of scootered?

How many fewer children went in the car to school instead of walked?

06.05.26

TBAT: read and analyse bar charts.

Independent task:



1) How many children chose bubblegum as their favourite flavour of ice cream?

2) What was the most popular flavour? _____

3) What was the least popular flavour? _____

4) How many more children chose chocolate ice cream than vanilla?

5) How many fewer children chose mint ice cream than strawberry?

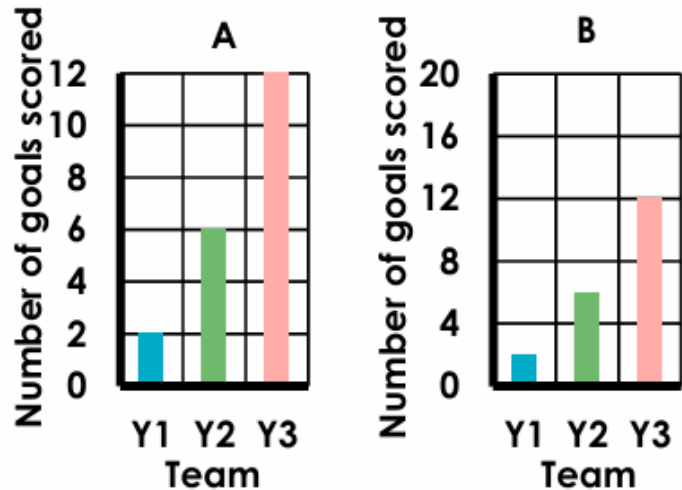
6) How many children chose strawberry and chocolate ice cream in total?

06.05.26

TBAT: read and analyse bar charts.

Mastery:

2a. Compare the two bar charts.



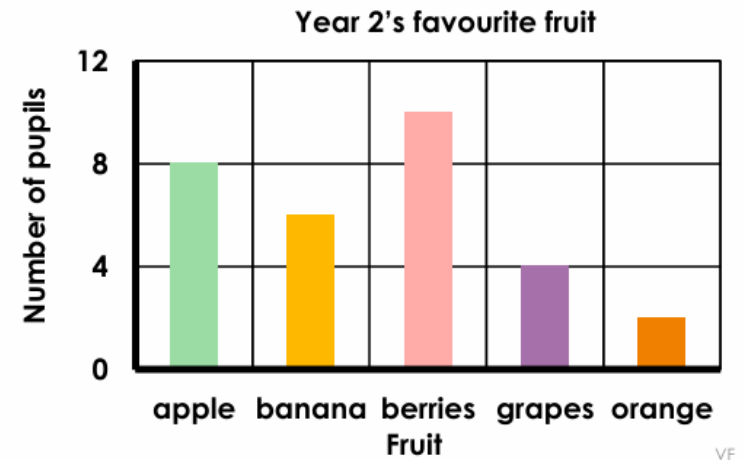
Do they show the same information?
Explain your answer.

R

Challenge:

3a. Answer the questions about the bar chart.

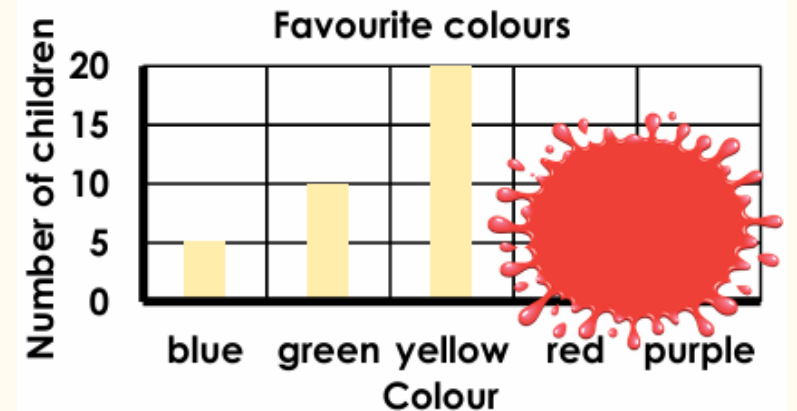
- A. Which fruit had 6 votes?
- B. What is the difference between the number of votes for apple and grapes?
- C. What is the difference between the most popular and least popular fruit?
- D. How many pupils voted for apple, banana or grapes?



VF

Mastery GD

1b. Fewer children chose red than green. In total, the number of children that chose red, purple or yellow is 35.



How many children could have chosen red or purple?

PS

Wednesday 6th May

TBAT: plan a setting description.

3 in 3

1. Circle the prepositions.

in above later soon
on between near tomorrow
because under next to

1. Add in the correct form of 'has' or 'have' to the gaps to complete these sentences.

It been very rainy today.
Miguel lived in England for two years.
The dogs eaten their bones.
Fatimah won the race.



a tiger
an tiger



a umbrella
an umbrella



a octopus
an octopus



a football
an football



a rocket
an rocket



a apple
an apple

Make a list of words that describe how you would feel on a tropical island.

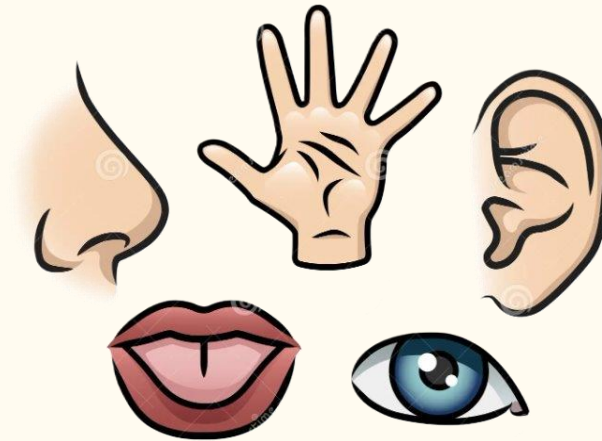
Wednesday 6th May

TBAT: plan a setting description.

Thinking time:

What features are needed in a setting description? Why are they needed?

[What is a setting? - BBC Bitesize](#)



Wednesday 6th May

TBAT: plan a setting description.

Look at the following sentences. How could they be improved? Write these on your whiteboard.

The trees moved.

The sand was soft.

Wednesday 6th May

TBAT: plan a setting description.

Look at the following description. See if you and your partner can find all the features.

The small island lay in the middle of the shimmering, blue ocean. Soft, golden sand stretched all the way around it like a smooth, warm blanket. Tall, leafy palm trees swayed gently in the breeze, their long shadows dancing across the ground. In the centre of the island, a cluster of bright green bushes rustled quietly as tiny creatures scurried underneath. The air smelled of salty sea spray, and the waves whispered as they rolled onto the shore.

Wednesday 6th May

4K Video Ultra HD - Fly Away to a Tropical Island!

TBAT: plan a setting description.

Where is this setting located?

What does it feel like (temperature, movement, texture)?

How does the place make you feel? What effect does it have on your body?

What might you find here?



What does it smell like?

What can you see?

Write a simile about this place.

What can you hear?

Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

Bar Mitzvah

a special ceremony for Jewish boys when they turn 13 and become responsible like adults

Bat Mitzvah

a special ceremony for Jewish girls when they turn 12 and become responsible like adults

adulthood

when a child becomes a grown-up and can make important choices

ceremony

a special celebration to mark an important moment

Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

Sam and Lucas are talking to Mahsa, who has a Jewish worldview.

For Christians, confirmation and believer's baptism bring new responsibilities of **adulthood** in their faith. Do Jews mark this transition?



Lucas



Sam

Yes, Jews traditionally mark the transition to **adulthood** for boys with a **ceremony** when they are **13**. They are welcomed as a responsible member of the Jewish community.



Mahsa



Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

Mahsa explains more:

In the Jewish worldview, when a boy turns **13** it is a very special time.

It means they are old enough to take on new **responsibilities** and follow Jewish rules **like an adult**. This is called a **Bar Mitzvah**.



Mahsa



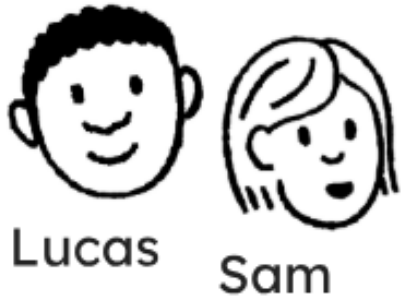
Wednesday 6th May

[Bar Mitzvah - Practices and traditions: Video playlist - BBC Bitesize](#)

Q: How do Jewish people celebrate becoming an adult?

Lucas and Sam are talking to Daniel next, who is a Progressive Jew.

Is a **Bar Mitzvah** celebrated at your Progressive synagogue?



Yes! In Progressive synagogues, boys have a **Bar Mitzvah** when they turn **13**. This means they are **growing up in their Jewish faith** and are ready to take on more responsibilities.



Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

Daniel continues to explain:

These **ceremonies** usually take place in a **synagogue** - a Jewish place of worship and meeting place. Some parts of the celebration, like a meal or party, might happen at home or in a community hall.

I did a shorter **Torah reading** with help from the Rabbi (teacher). Boys and girls **sat together**, and **everyone was included** in the celebration.



Daniel



Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

What does turning 13 mean for a Jewish boy?

a He enters **adulthood** and becomes a **Bar Mitzvah** ✓

b He starts a new job

c He becomes a **Bat Mitzvah**

Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

At my **Bar Mitzvah**, I read a section from the Torah in Hebrew and took part in the service. It was very **traditional**. In our synagogue, **boys and girls sit separately during the service**.

Turning 13 meant I was stepping into **Jewish adulthood** and taking responsibility for following the **rules of my religion**. It was a very important and **proud moment** for me!



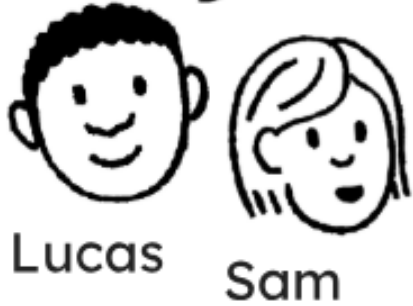
Rafi



Q: How do Jewish people celebrate becoming an adult?

Lucas and Sam are talking with Victoria, who is an Orthodox Jew and has a Jewish worldview.

Is the **Bat Mitzvah ceremony** the same for all Jewish girls?



No, not all Jewish people have the same **ceremony**. It can be different depending on where they live and their community.



Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

Victoria explains:



Victoria

For my **Bat Mitzvah**, I learned prayers and about the Torah, but I didn't read from it during my **ceremony**.

In Orthodox communities, **girls don't read publicly** from the Torah, but they **prepare a speech** on the weekly Torah chapter or other Jewish topics. I worked hard on mine and I'm really proud of it.

Our celebrations are usually more private, with close family and friends at home or in the synagogue. Becoming **Bat Mitzvah** means I'm now a responsible **Jewish adult**.



Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

Rebecca talks about her **Bat Mitzvah**:

When I had my **Bat Mitzvah**, I **read** from the Torah and **led prayers** during the service at my synagogue. It was a big celebration with my family and friends.

That day marked me taking on new responsibilities as a **Jewish adult**. After the **ceremony**, we had a party to celebrate, and we also **raised funds for a charity** I chose as part of the celebration.



Rebecca



Wednesday 6th May

Q: How do Jewish people celebrate becoming an adult?

Orthodox communities

Girls usually do not read from the Torah during the service.

Girls may give a short talk on the Torah portion about what they have learnt from it.

Ceremonies can include parties, fundraising and synagogue **ceremonies**.

Celebrations are usually simple and separate for boys and girls.

Progressive communities

Girls often read from the Torah publicly.

Girls may lead prayers and read from the Torah.

Ceremonies can include parties, fundraising and synagogue **ceremonies**.

Celebrations are often big and for everyone together.



Wednesday 6th May

TBAT: sketch a variety of leaves.

line

a mark made by a moving point,
such as a pencil or brush

geometric shapes

shapes that have uniform measurements and do not
appear in nature

organic shapes

shapes that do not have straight lines and are found
in nature

tone

how light or dark something is

Wednesday 6th May

TBAT: sketch a variety of leaves.

Talk partners

What do you notice about the leaves in this painting?

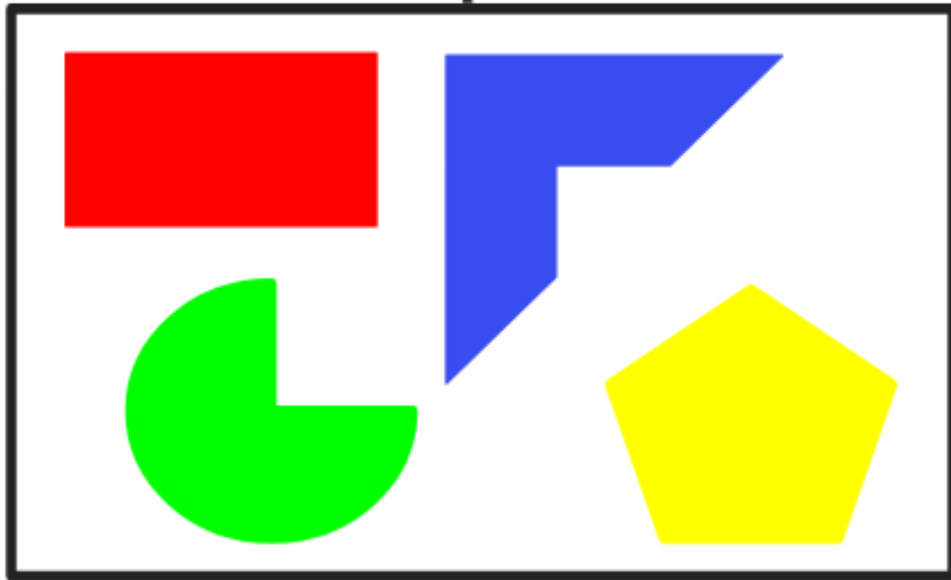


Wednesday 6th May

TBAT: sketch a variety of leaves.

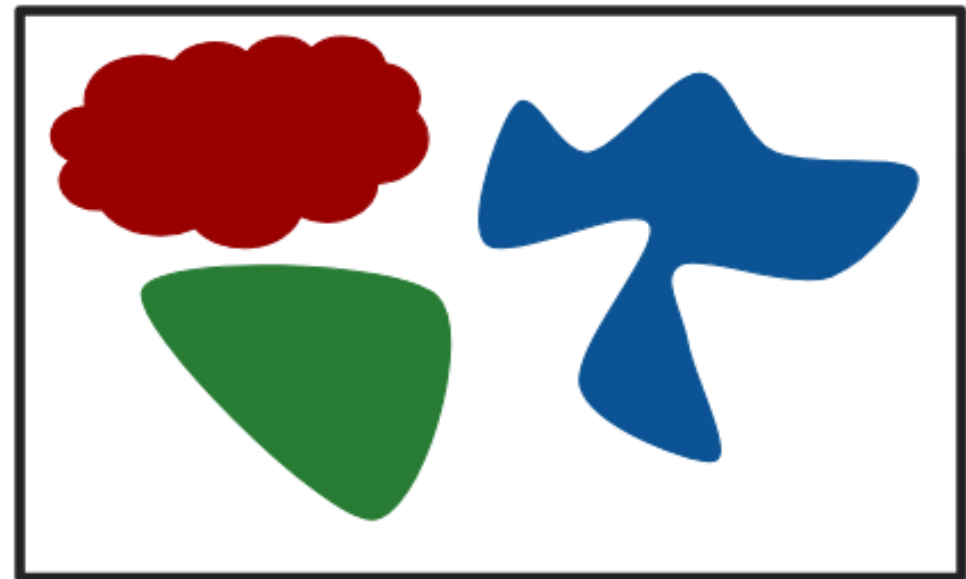
When drawing a leaf, there are two types of shapes that we can use to help us draw an outline.

Geometric shapes



These shapes have straight **lines**, angles and do not appear in nature.

Organic shapes



These shapes do not have straight **lines**, are irregular and are found in nature.

Wednesday 6th May

TBAT: sketch a variety of leaves.

Andeep is drawing a leaf. He is going to use shapes to help him.

First, I am going to draw the **geometric shapes** I can see in the leaf.



Andeep

Next, I will add the **organic shapes** I can see in the leaf.



Wednesday 6th May

TBAT: sketch a variety of leaves.

Andeep changes one of his shapes.

I think the shapes are more accurate now.



Sofia



Andeep

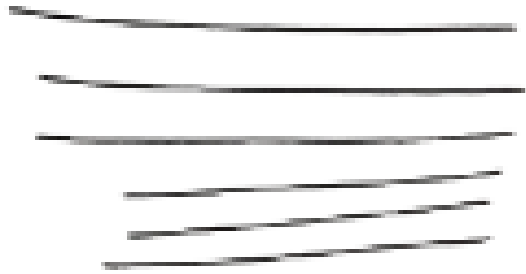
Now that I am happy with it, I can begin to add the details.



Wednesday 6th May

TBAT: sketch a variety of leaves.

Artists can use a wide variety of **lines**.



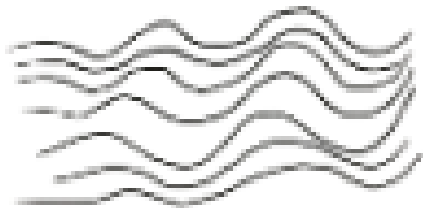
straight lines



dotted lines



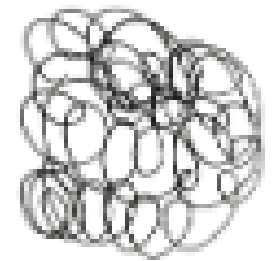
scattered lines



curved lines



thick and thin lines



scribbled lines

Wednesday 6th May

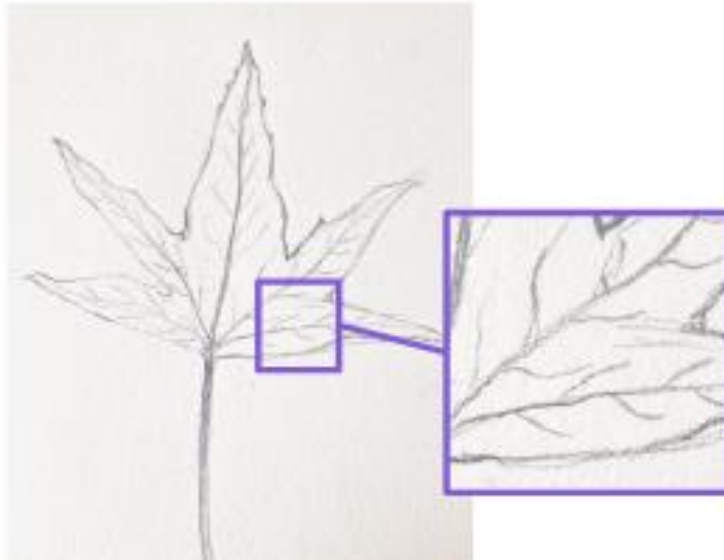
TBAT: sketch a variety of leaves.



Using thick and thin **lines** for the leaf's outline makes it stand out.

- Start softly.
- Build layers.
- Define edges lightly.

Thin **lines** work well for details like veins.



I can decide when to use thick and thin **lines** to make my leaf look more realistic.



Sofia

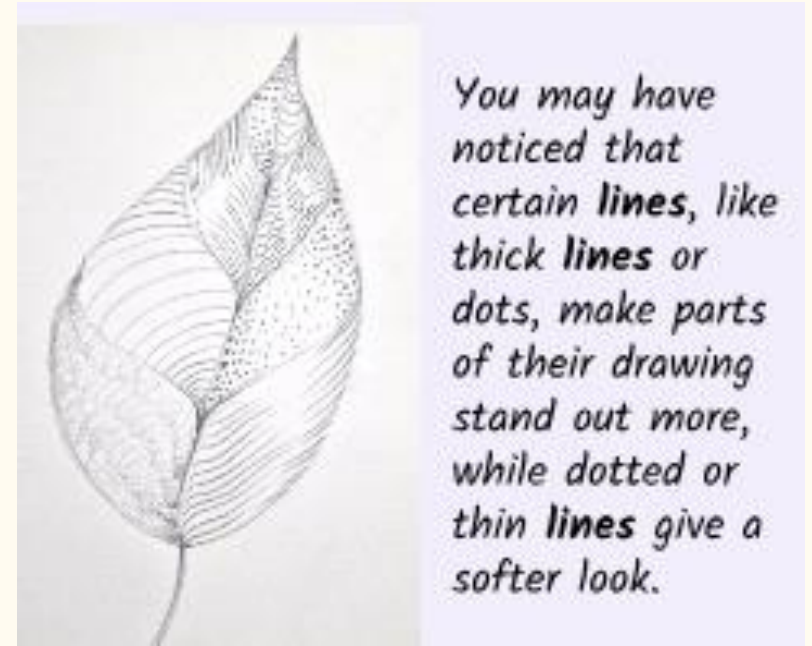
Wednesday 6th May

TBAT: sketch a variety of leaves.

Independent task 1

Draw the outline of a simple leaf.

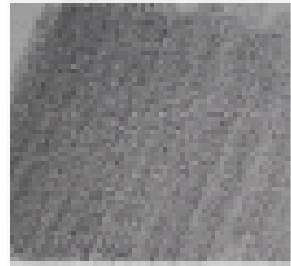
Inside the outline, select and use different line styles to fill each section of the leaf.



Wednesday 6th May

TBAT: sketch a variety of leaves.

dark tone



midtone



light tone



Tone is how light or dark something is.

In drawing, we can use **tone** to make a drawing look more **three-dimensional**.

We can describe the **tones** by using the terms **dark tone**, **midtone** and **light tone**.

Wednesday 6th May

TBAT: sketch a variety of leaves.

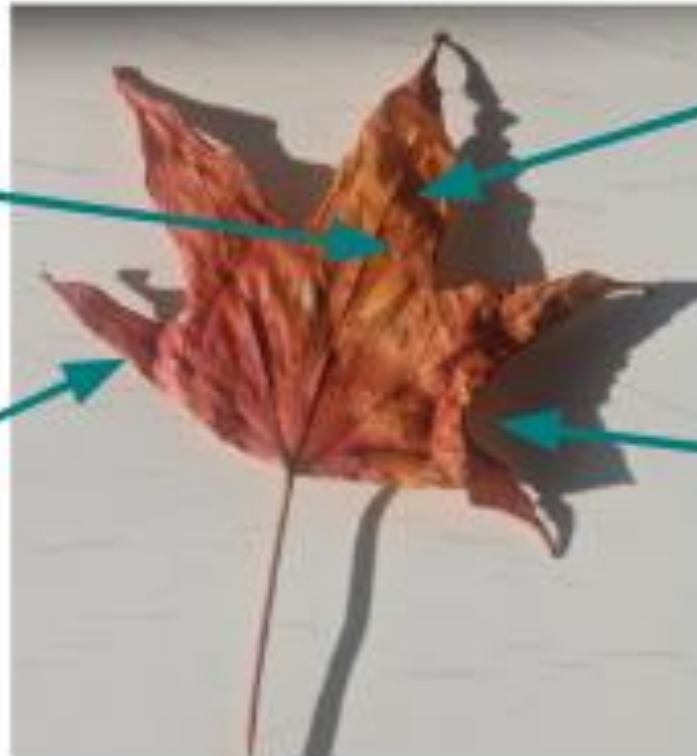
To spot the darker **tones** of a leaf, look for places where light doesn't reach as much.

in between veins

shaded areas

along the edges

under the leaf



Wednesday 6th May

TBAT: sketch a variety of leaves.

Independent task 2

Follow the steps to shade your leaf.

Add light tones for the brighter parts of your leaf.

Add your main colour as the mid tone.

Create shadows by adding dark tones.



Layering a darker red with hints of orange can make a shadow look warmer.



Wednesday 6th May

TBAT: develop tracking and catching skills.

Talk partners

What games do you know where catching is an important skill?

[Get Set 4 PE - Lesson Plan -2 for Year 3 Ball Skills Y3/4](#)