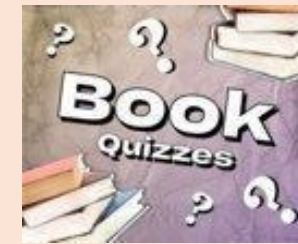


Wednesday 6th May 2026

06.05.26

Morning Challenge

Good
Morning



Fill in the multiplication grid

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Challenge:

Write the inverse for the 9 times tables

Example:

$$9 \div 1 = 9$$

Wednesday 6th May 2026

Extended reading

Bruno Jenkins Disappears

The Grand High Witch was starting to talk again. "I am now going to prrove to you", she said, "that this rrrecipe is vurrrking to perrrrfection. You understand, of course, that you can set the alarm--clock to go off at any time you like. It does not have to be nine o'clock. So yesterday I am personally prree-paring a small qvanity of the magic formula in order to give to you a public demonstration. But I am making yun small change in the rrrecipe. Before I am rrroasting the alarm-clock, I am setting it to go off, not at nine o'clock the next morning, but at half-past thrrree the next afternoon. Which means half-past thrrree this afternoon. And that", she said, glancing at her wristwatch, "is in prree-cisely seven minutes' time!"

The audience of witches was **listening intently**, sensing that something dramatic was about to happen. "So voj am I doing yesterday vith this magic liquid?" asked The Grand High Witch. "I vill tell you voj I am doing. I am putting yun drroplet of it into a very sqvishy chocolate bar and I am giving this bar to a rrree-pulsive smelly little boy who is hanging rrround the lobby of the hotel."

The Grand High Witch paused. The audience remained silent, waiting for her to go on.

"I votched this rrree-pulsive little brrrute gobbling up the sqvishy bar of chocolate and when he had finished, I said to him, 'Vos that good?' He said it vog great. So I said to him, Would you like some more?' And he said, 'Yes.' So I said, 'I vill give you six more chocolate bars like that if you vill meet me in the Ballroom of this hotel at twenty-five-past thrrree tomorrow afternoon.' 'Six bars!' cried this greedy little svine. 'I'll be there! You bet I'll be there!'

"So the stage is set!" shouted The Grand High Witch. "The prroof of the pudding is about to begin! Do not forget that before I am rrroasting the alarm-clock yesterday, I am setting it for half-past thrrree today. It is now" ---she glanced again at her watch --- "it is now exactly twenty-five minutes past thrrree and the nasty little stinker who vill be turning into a mouse in five minutes' time should at this very moment be standing outside the doors!"

And by gum, she was absolutely right. The boy, whoever he might be, was already rattling the doorhandle and banging on the doors with his fist.

"Qvick!" shrieked The Grand High Witch. **"Put on your** vigs! **Put on your** gloves! **Put on your** shoes!" There was a great rustle and bustle of putting on wigs and gloves and shoes, and I saw The Grand High Witch herself reach for her facemask and put it on over that revolting face of hers. It was

astonishing how that mask transformed her. All of a sudden she became once again a rather pretty young lady.

"Let me in!" came the boy's voice from behind the doors.

"Where are those chocolate bars you promised me? I'm here to collect! Dish them out!"

"He is not only smelly, he is also grrreedy," said The Grand High Witch. "Rree-moof the chains from the doors and let him come in." The extraordinary thing about the mask was that its lips moved quite naturally when she spoke. You really couldn't see it was a mask at all.

One of the witches leapt to her feet and unfastened the chains. She opened the two huge doors. Then I heard her saying, "Why hello, little man. How lovely to see you. You have come for your chocolate bars, have you not? They are all ready for you. Do come in."

"A small boy wearing a white tee-shirt and grey shorts and gym shoes entered the room. I recognised him at once. He was called Bruno Jenkins and he was staying in the hotel with his parents. **I didn't care for him.** He was one of those boys who is always eating something whenever you meet him. Meet him in the hotel lobby and he is stuffing sponge cake into his mouth. Pass him in the corridor and he is fishing potato crisps out of a bag by the fistful. Catch sight of him in the hotel garden and he is wolfing a Dairy Milk Bar and has

two more sticking out of his trouser pocket. What's more, Bruno never stopped **boasting** about how his father made more money than my father and that they owned three cars.

But worse than that, yesterday morning I had found him kneeling on the flagstones of the hotel terrace with a magnifying-glass in his hand. There was a column of ants marching across one of the flagstones and Bruno Jenkins was focusing the sun through his magnifying-glass and roasting the ants one by one. "I like watching them burn," he said. "That's horrible!" I cried. "Stop doing it!" "Let's see you stop me," he said. At that point I had pushed him with all my might and he had crashed sideways on to the flagstones. His magnifying-glass had splintered into many pieces and he had leapt up shrieking, "My father is going to get you for this!" Then he had run off, presumably to find his wealthy dad.

That was the last time I had seen Bruno Jenkins until now. I doubted very much that he was about to be turned into a mouse, although I must confess that I was secretly hoping it might happen. Either way, I didn't envy him being up there in front of all those witches.

listening intently,

What does listening **intently** mean?

"So the stage is set!"

What do you think this phrase means?

And by gum,

What does the phrase 'By gum' mean?

"Qvick!" shrieked The Grand High Witch. "Put on your ~~wigs~~
Put on your gloves! Put on your shoes!"

Why does The Grand High Witch tell them to put on their wigs and shoes if the boys is going to be turned into a mouse anyway?

"Where are those chocolate bars you promised me? I'm here to collect! Dish them out!"

What impression of the boy do we get after reading these sentences?

I didn't care for him.

What is the context to this phrase?

boasting

What is the meaning of this word?

06.05.26

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!

06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

3 in 3

1. $1,074 - 325 =$

2. $10 \div 100 =$

3. Here is a recipe for one bowl of porridge.

25 grams of oats
15 grams of raisins
20 grams of nuts

If Lily uses 75 grams of oats, how many grams of raisins does he need?

A bottle holds half a litre of water.



How many bottles of water could a 3 litre jug fill?

06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

Key vocabulary

Area

The amount of space inside a shape.

Perimeter

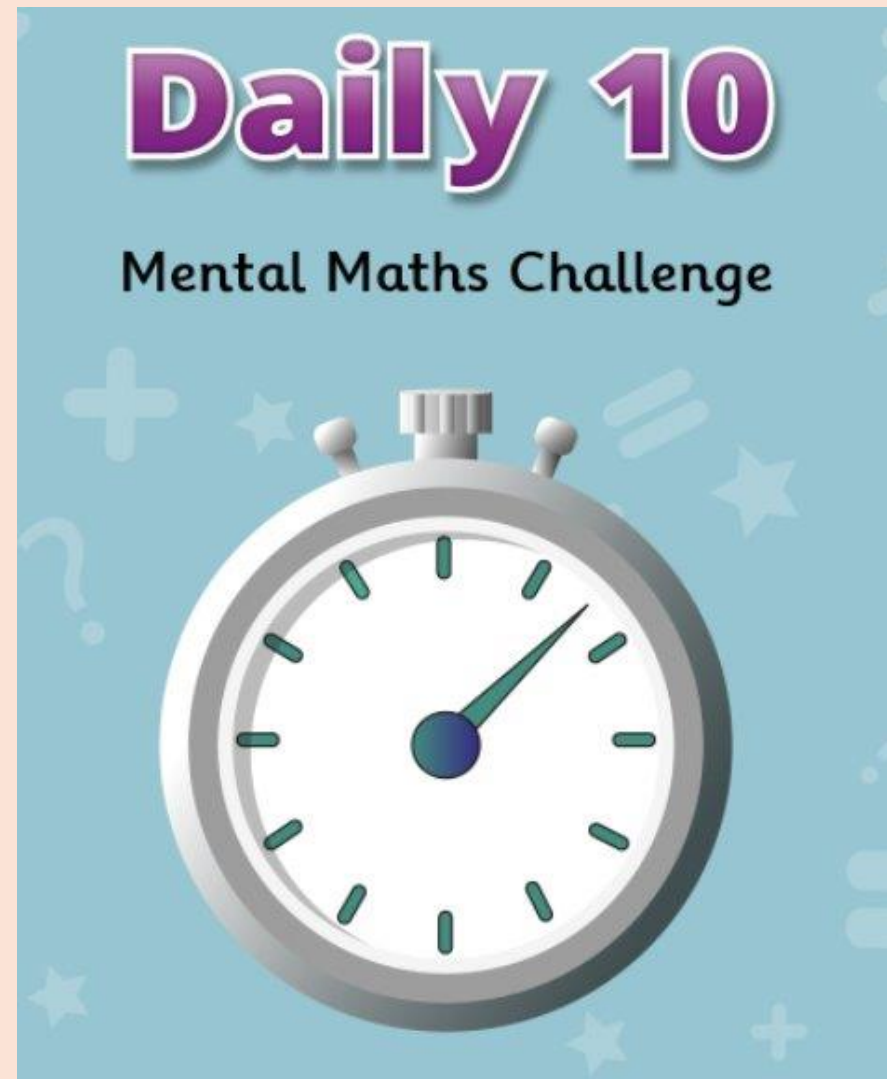
The total distance around the outside of a shape.

Rectilinear

A shape made only of straight lines and right angles (square corners).

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

Level 4- 9 times tables



06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

Re-cap: How do we find the missing lengths of this rectilinear shape?

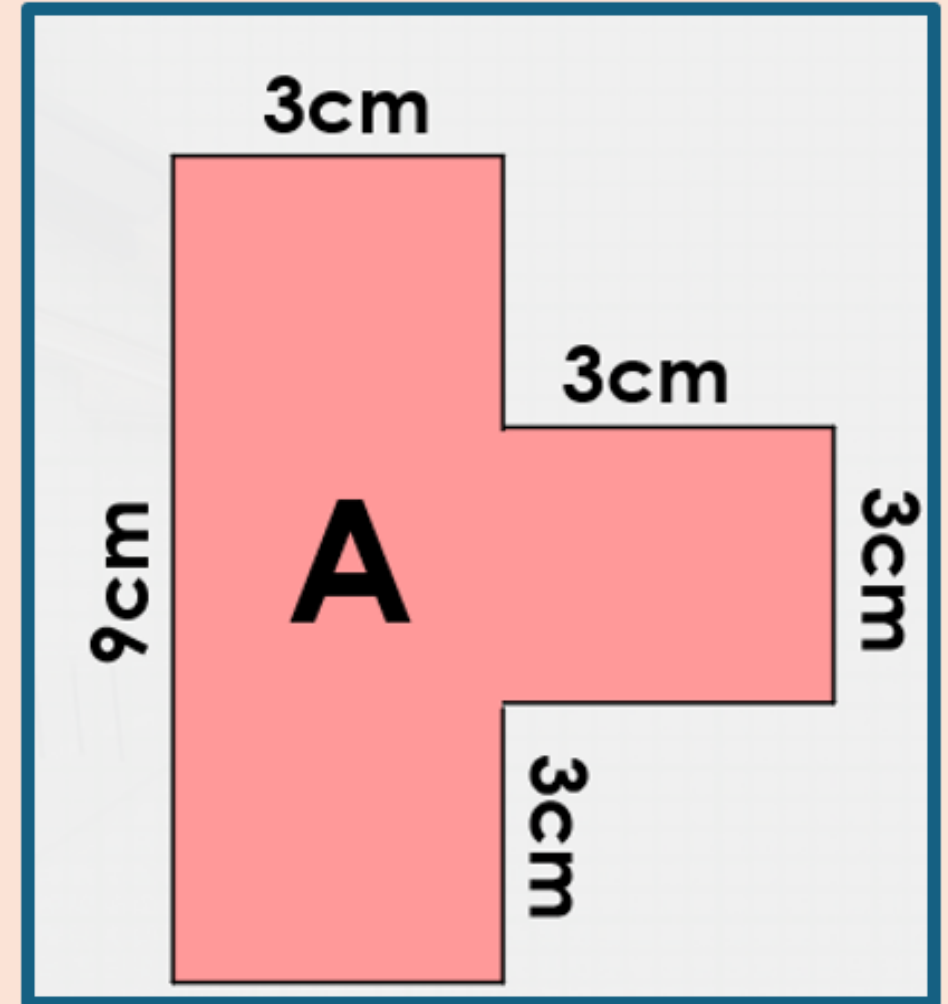


06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

Whiteboards:

- 1) Find the missing lengths
- 2) Calculate the perimeter of this shape.

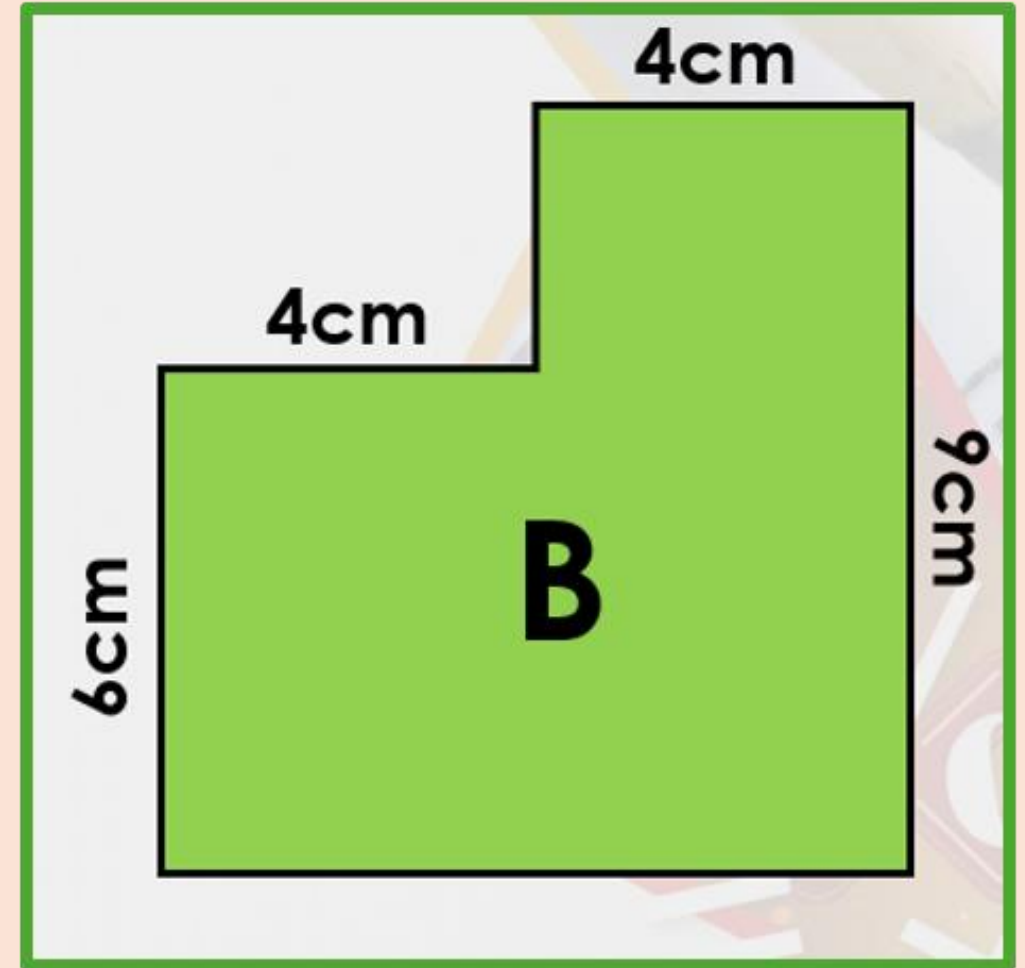


06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

Whiteboards:

- 1) Find the missing lengths
- 2) Calculate the perimeter of this shape.

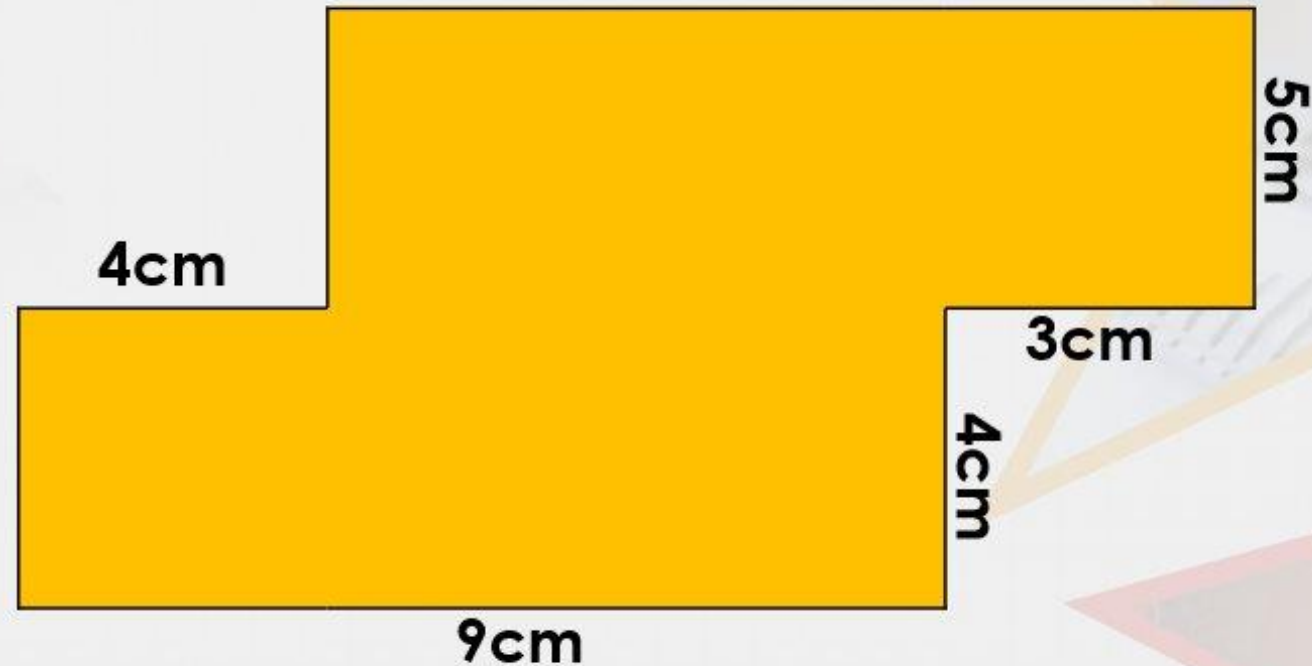


06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

Turn and talk:

Jack thinks that this shape has a perimeter of 38cm.

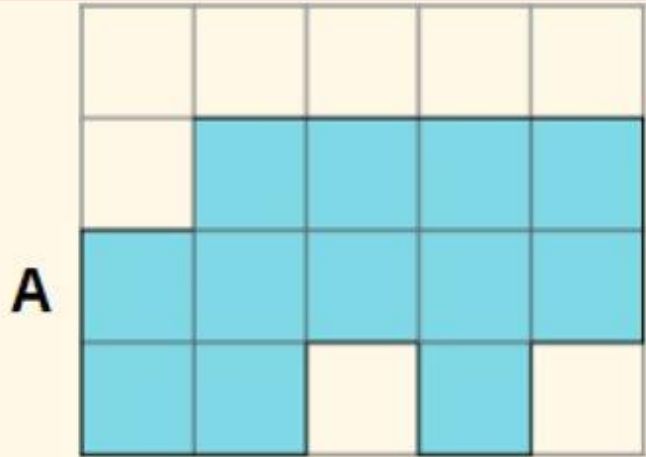


Do you agree? Convince me.

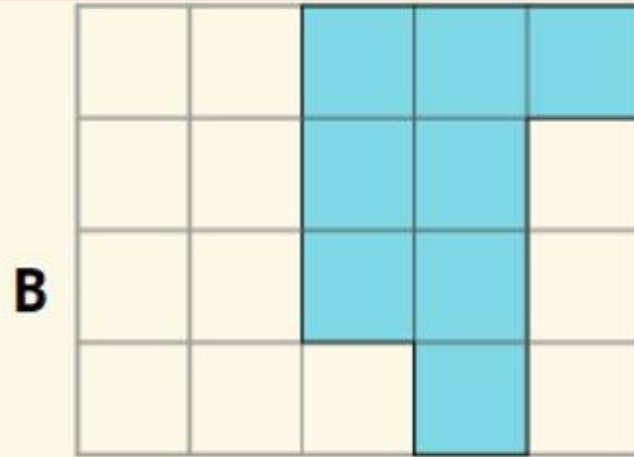
06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

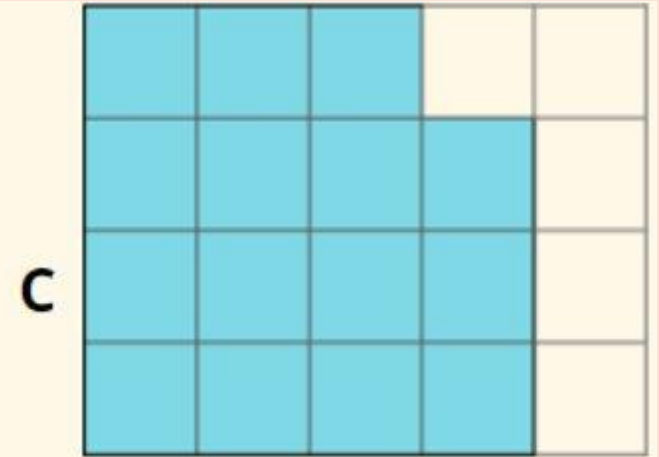
Area (whiteboards):



Shape A has an area of squares.



Shape B has an area of squares.



Shape C has an area of squares.

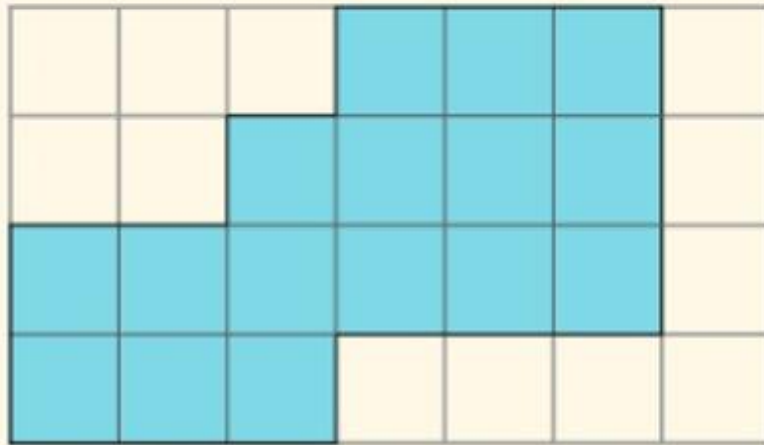
06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

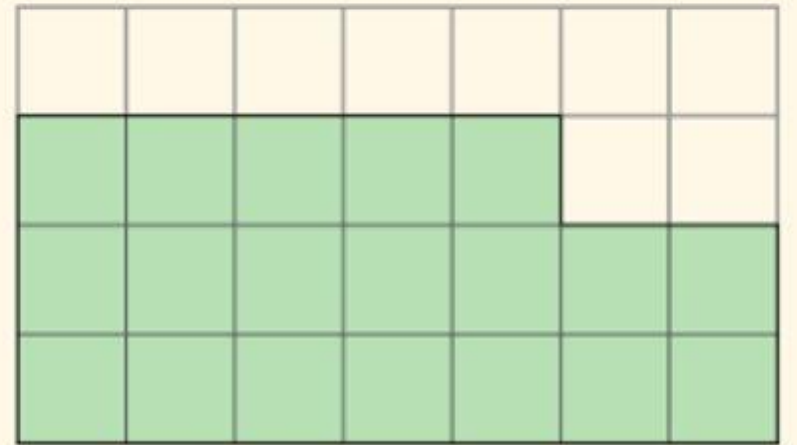
Area (whiteboards):

Shape A has a greater area than shape B.

A



B



True

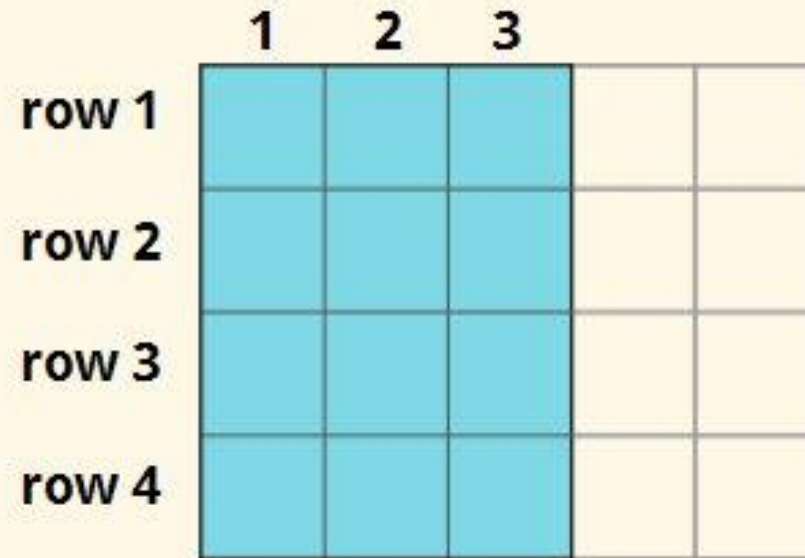
False

06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

Teacher led

This rectangle has an area of 12.



**There are 4 rows altogether. There are 3 squares in each row.
This is 4 lots of 3, which is the same as 4×3 .**

Using multiplication only works for rectangles.

06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

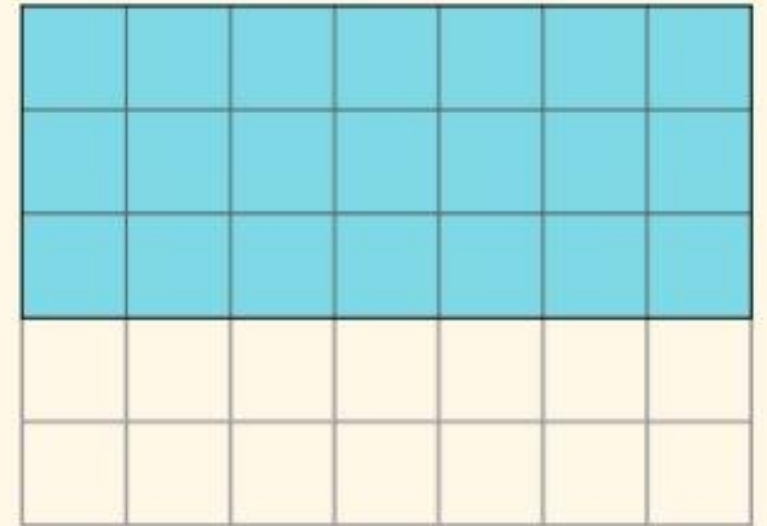
Partners

Which multiplication accurately describes the area of the rectangle?

6×3

7×4

3×7



06.05.26

TBAT: calculate area and perimeter of rectilinear shapes.

Green- If one length of a square is 8cm, what is the perimeter of the whole shape?

Blue- If one length of an equilateral triangle is 9cm, what is the perimeter of the whole shape?

Challenge- Draw a rectangle that is 9 x 3 in your book.

Wednesday 6th May 2026

TBAT: plan a rhyming poem.

3 in 3

The Friendly Witch

A friendly witch flew through the sky,
On a broomstick way up high.
She wore a hat both big and black,
With a crooked point that bent right back.
She mixed a potion, bubble and fizz,
Adding frogs' legs just for a whizz!
She laughed and sang as she stirred it slow,
Watching sparkly colours glow.
When school was done and kids were free,
She waved and smiled cheerfully.
"This magic is for fun," she said,
Then off she flew as daylight fled.

- 1. What does the witch fly on?**
- 2. How does the witch feel while she makes her potion?**
- 3. What does the witch say her magic is for?**

Read the rest of chapter 10

Wednesday 6th May 2026

TBAT: plan a rhyming poem.

Blue – Why use rhyming couplets in a poem?

Green – How is a rhyming poem like a song?

Challenge- Why is the rhythm in a rhyming poem important?

Wednesday 6th May 2026

TBAT: plan a rhyming poem.

Your poem needs to flow through the subject of The Witches and all that we have learned about them so far.

Your plan will look at each area of the witches story to create your rhyming couplets.

Title:		
Idea	Rhyming words	2 x Rhyming couplets (4 lines) First line then a comma, Second line with a full stop.
Witches looking ordinary. Who they could be? (teacher, dentist)		
How are they disguised? (Wigs, gloves, pointy shoes)		
What might they do? Lure you with sweets, turn you into a mouse)		
Wow adjectives		

Wednesday 6th May 2026

TBAT: plan a rhyming poem.

Rhyming words example:

plain/again

teacher/creature

lady/maybe

kind/mind

Title:		
Idea	Rhyming words	2 x Rhyming couplets (4 lines) First line then a comma, Second line with a full stop.
Witches looking ordinary. Who they could be? (teacher, dentist)		

WAGOLL:

The witches will smile and look quite **plain**,
You must not trust them or they'll trick you **again**.
One witch dressed like a kind school **teacher**,
But she was really a frightening **creature**!

Checklist:

- pairs of lines (two lines together).
- each pair of lines rhymes at the end.
- makes sense and stays on the same topic.
- interesting vocabulary
- Capital letter, comma after first line, punctuation on second line (!.?)

Wednesday 6th May 2026

TBAT: plan a rhyming poem.

Rhyming words example:

feet/neat/meet

head/red/fed/led

clothes/shows/knows

WAGOLL:

A wig they wear upon their **head**,
But underneath it's scabby and **red**.
They wear pointy shoes upon their **feet**,
To hide the toeless stumps you'll **meet!**

Idea	Rhyming words	2 x Rhyming couplets (4 lines) First line then a comma, Second line with a full stop.
How are they disguised? (Wigs, gloves, pointy shoes)		

Checklist:

- pairs of lines (two lines together).
- each pair of lines rhymes at the end.
- makes sense and stays on the same topic.
- interesting vocabulary
- Capital letter, comma after first line, punctuation on second line (!.?)

Wednesday 6th May 2026

TBAT: plan a rhyming poem.

Rhyming words example:

house/mouse/

friend/end/mend

Sweets/defeats/beats

mice/nice

WAGOLL:

If a lady sounds too **kind**,

Think what could be on her **mind**.

She'll try to get you to her **house**,

Where you'll become a tiny **mouse**!

Idea	Rhyming words	2 x Rhyming couplets (4 lines) First line then a comma, Second line with a full stop.
What might they do? Lure you with sweets, turn you into a mouse)		
Wow adjectives		

Checklist:

- pairs of lines (two lines together).
- each pair of lines rhymes at the end.
- makes sense and stays on the same topic.
- interesting vocabulary
- Capital letter, comma after first line, punctuation on second line (!.?)

Wednesday 6th May 2026

TBAT: describe the importance of a pilgrimage to Karbala for Shi'a Muslims.

Keywords

Shi'a	the second largest branch of Islam
Karbala	a sacred place for Shi'a Muslims
Arba'een	the pilgrimage to Karbala
Hussain	grandson of the Prophet Muhammad

Blue: What is the Ka'bah?

Green: Why is Makkah important?

Challenge: Who built the Ka'bah?

Shi'a pronunciation-
[shi'a pronounictaion](#)
- [Search](#)

Karbala pronunciation-
[Karbala pronunciation -](#)
[Search](#)

Arba'een pronunciation- [How](#)
[to pronounce Arba'een |](#)
[HowToPronounce.com](#)

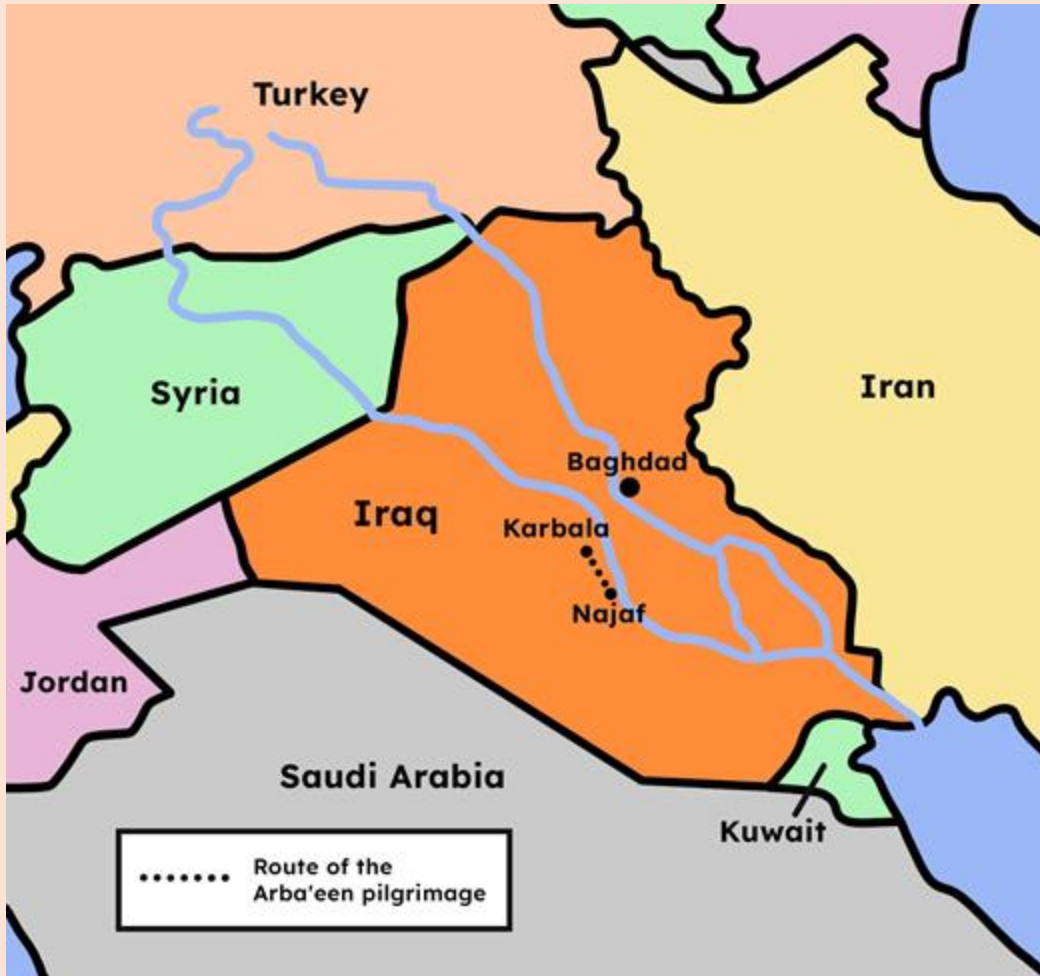
Rasool is a British Muslim who lives in Leeds.

He is about to go on a pilgrimage called **Arba'een**.



I am so looking forward to the annual pilgrimage to **Karbala**. This will be my third visit.

Rasool has a long journey to get to **Karbala**.



Karbala is a city in Iraq in the continent of Asia.

Rasool will fly to the city of Najaf in Iraq and then walk the 50 miles to **Karbala**.

In 2023, 22 million people took part in the **Arba'een**.

This is 10 times the number of people who make Hajj each year.

It is one of the largest gatherings of humans on Earth.



Rasool is a **Shi'a** Muslim. He belongs to the **Shi'a** branch of Islam.

- There are two main branches or denominations in Islam.
- These are Sunni and **Shi'a**. **Shi'a** Muslims consist of approximately 14% of all Muslims.

Karbala is a place of pilgrimage mostly for **Shi'a** Muslims.

Shi'a Muslims honour the family of the Prophet Muhammad, particularly his grandson **Hussain**.

Hussain was killed in a great battle at **Karbala** in 680 CE.

Arba'een is a pilgrimage to the city of **Karbala** to visit the shrine of **Hussain**.

Write each keyword and the correct definition.

Karbala

one of the two main branches of Islam

Arba'een

the grandson of the Prophet Muhammad

Shi'a

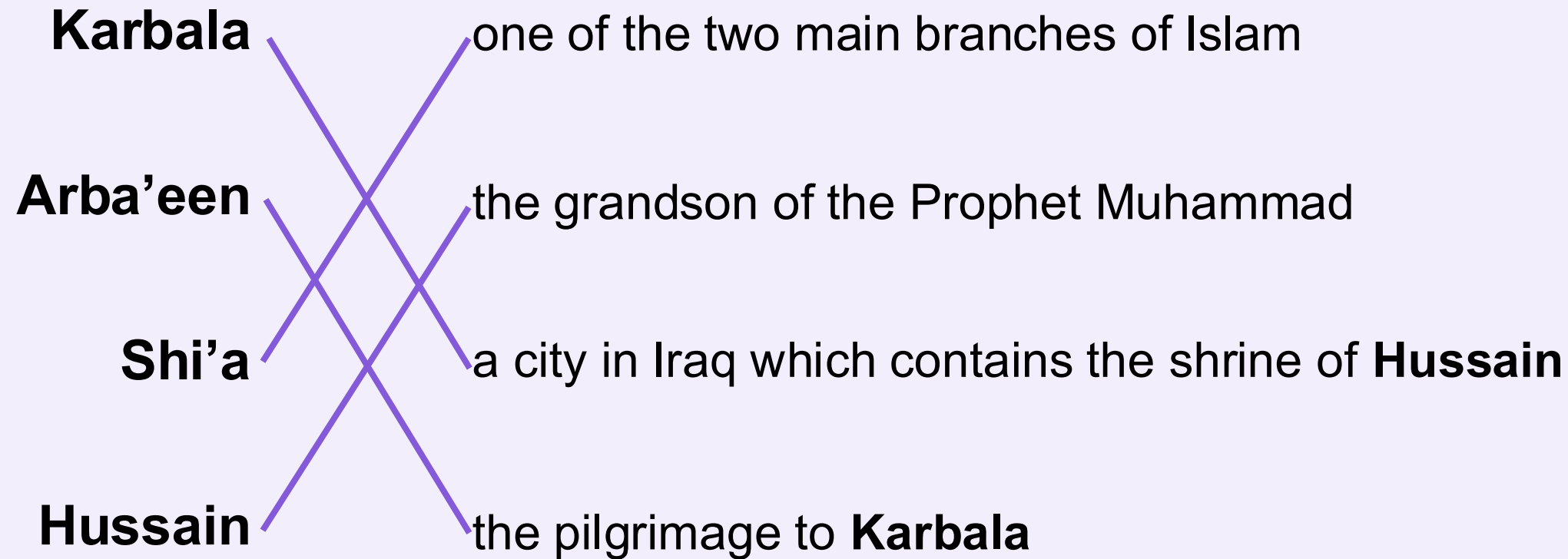
a city in Iraq which contains the shrine of **Hussain**

Hussain

the pilgrimage to **Karbala**



Match each keyword to the correct definition.



Silent reading
5 minutes

Wednesday 6th May 2026

TBAT: make and decorate clay beads using pattern, shape and meaning.

Keywords

bead

a small, round object which has a small hole through its centre

repetition

the repeated use of elements (images, colours, text)

symbol

an object, shape, or image that stands for or represents an idea or meaning

pattern

a design in which lines, shapes, forms or colours are repeated

Wednesday 6th May 2026

TBAT: make and decorate clay beads using pattern, shape and meaning.

Blue – Why do people wear jewellery?

Green – What types of jewellery are there?

Challenge – What could influence the style of jewellery someone wears?



Turn and talk

How can something small still tell a big story?

Beads are one of the oldest forms of art in the world.

They are found in many cultures and can be used for **wearing**, **trading** or telling **stories**.



To make **beads**, artists use **repetition** and form.

Today you will roll many small clay shapes to create a set of **beads**.

Lucas and Izzy begin to make their **beads**.

They use:



clay



clay board or mat



straws

To make your **beads**:



Take a small piece of clay and roll it between your palms to make a smooth sphere.



Repeat this to make more **beads**.

Use the cut straw to gently poke a hole through the middle of each **bead**.



Straws should be longer than your clay shape - leave the straws in.





Shape the **beads** into ovals or make flat shapes.

Place the **beads** to one side to dry.

Make clay **beads** by hand.

- roll at least 6–10 clay **beads**
- use a cut straw to make holes
- leave straws inside while drying
- keep shapes smooth and strong



Beads are more than just decoration - they can carry messages.

In many cultures, **beads** are used in trade, celebration and memory.

Some **beads** are worn for protection; some tell a story.

You will be turning your plain **beads** into something full of [meaning](#).



When designing your **bead** it's important to think about its design:

- What could your **bead** protect or remember?
- What would someone guess from your **pattern**?
- If you wore this **bead**, what would it say about you?



You can add meaning to your **beads** using:

- **texture** (dots, lines, marks)
- **symbols** (shapes that stand for an idea)
- **repetition** to build a design

For the next part of the lesson you will need:



leather-hard (firm) clay
beads



clay tools



found textures: string bags, lego,
pastry cutters, combs, etc.

To decorate your **bead**:



Hold each **bead** in your hand and gently press textures or **patterns** into the surface.

Use the end of tools or found objects to add meaning.

Decorate beads with symbolic pattern and texture



You can roll your **bead** on a textured surface.



Once your **beads** have hardened, you can take the straws out.

1. Decorate your **beads** with **symbols** and meaning.
 - add **patterns** and **symbols**
 - use **texture** to make meaning visible

Think: What does your **bead** stand for? Protection?
Memory? Identity?

Wednesday 6th May 2026

TBAT: apply skills and knowledge to compete in a tournament.

Rounders- Lesson 6

Success Criteria

- Play honestly and fairly.
- Show respect towards others.
- Use the rules to help to manage your game.

Get Set 4 Education 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?

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.

Ladder Knowledge

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

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.

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

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.

How will this unit help your body?

agility, balance, co-ordination, speed.

If you enjoy this unit why not see if there is a rounders club in your local area.

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

Wednesday 6th May 2026

TBAT: apply skills and knowledge to compete in a tournament.

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 6th May 2026

TBAT: apply skills and knowledge to compete in a tournament.

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](#)