

Thursday 4th June
Morning Challenge

Remember to
answer in full
sentences.

1. If you were Lucy, would you investigate the house or go back home?
2. Why do you think lots of terrifying stories are set at night?
3. What's the difference between a silhouette and a shadow?
4. Are stars and the moon sources of light?



04.06.26

Times tables

3x tables

Label the counting stick - what numbers
first and why?

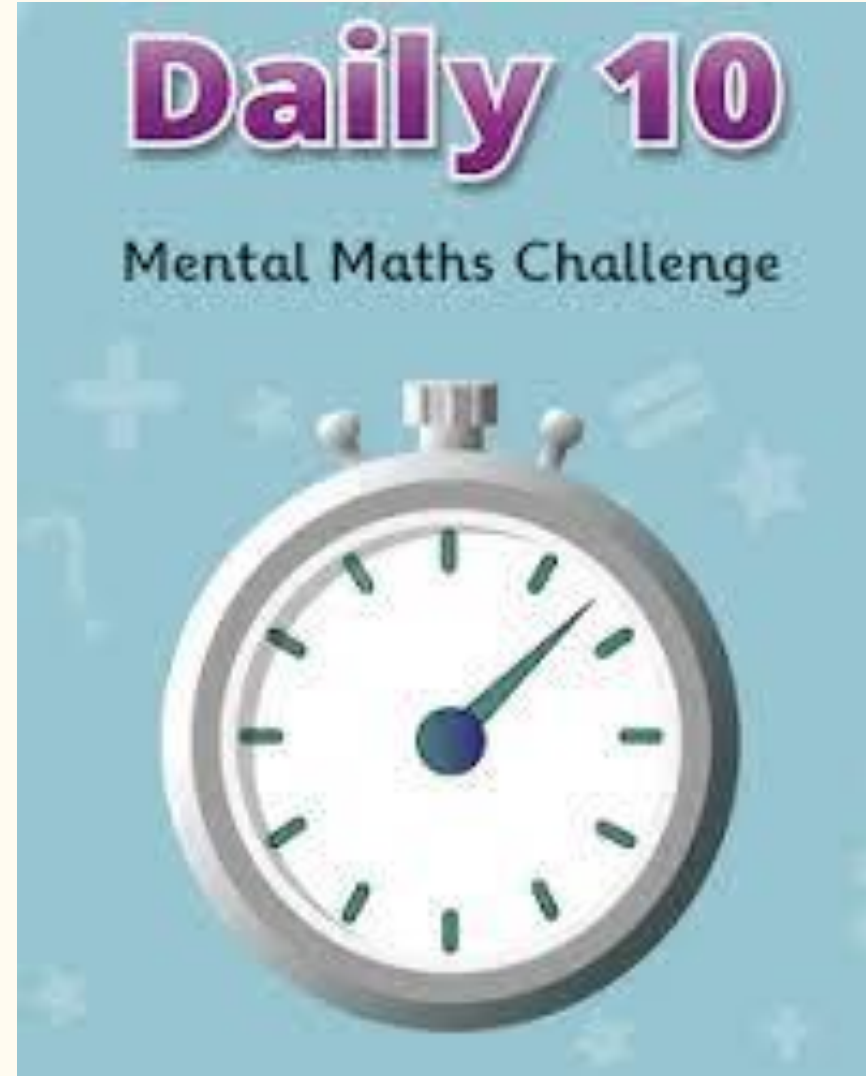
(Post its)



04.06.26

TBAT: compare and order fractions with the same denominator.

3 X



04.06.26

TBAT: compare and order fractions with the same denominator.

3 in 3

1. $271 + 219 =$

2. $14 \times 5 =$

3. $\frac{3}{8}$ of 32?

A. $60 + 10 = \square$

B. $\square + 10 = 107$

C. $893 - 10 = \square$

D. $\square - 10 = 295$

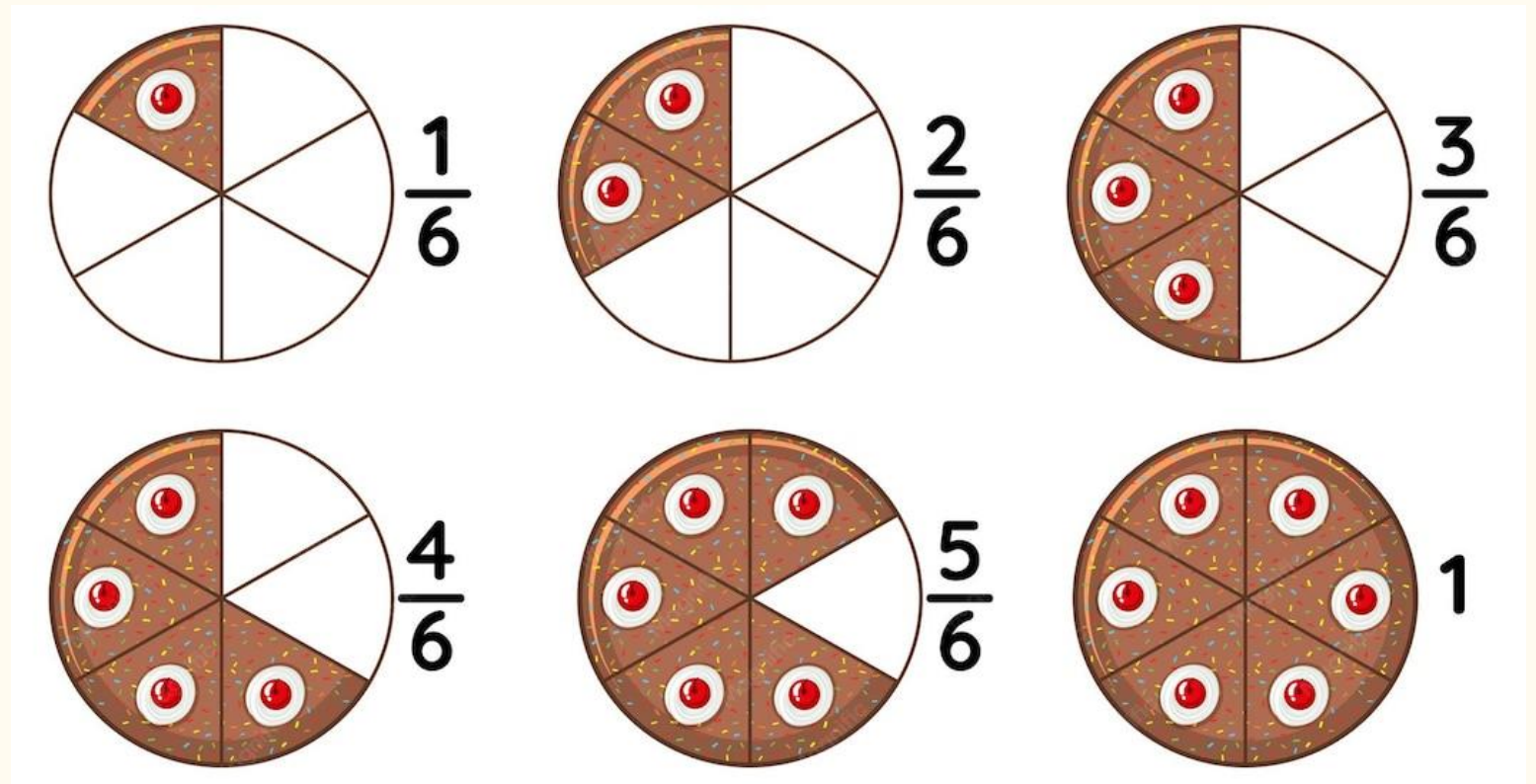
04.06.26

TBAT: compare and order fractions with the same denominator.

[The Fractions Song](#)

Talk Partners:

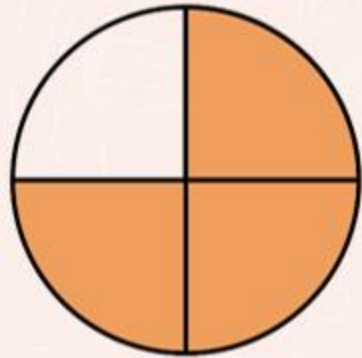
- What is the numerator?
- What is the denominator?
- What is the fraction of the whole?



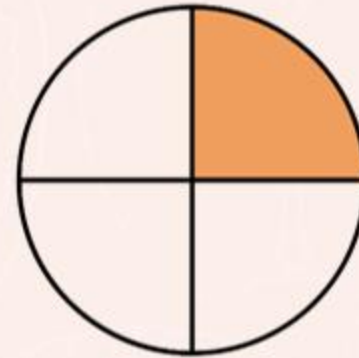
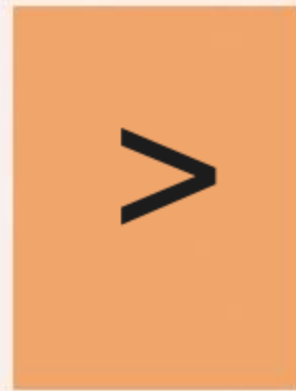
04.06.26

TBAT: compare and order fractions with the same denominator.

Use the < or > signs to compare these pairs of fractions.



$$\frac{3}{4}$$

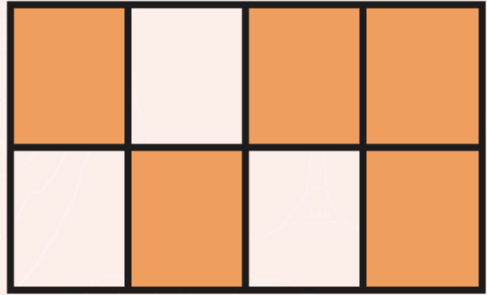
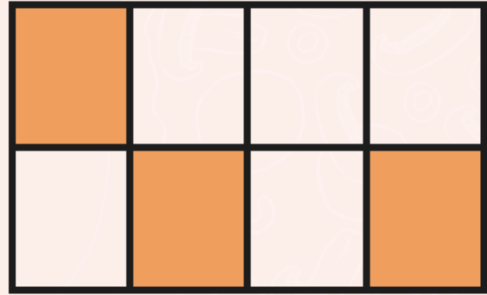


$$\frac{1}{4}$$

04.06.26

TBAT: compare and order fractions with the same denominator.

Use the < or > signs to compare these pairs of fractions.



$$\frac{3}{8}$$

<

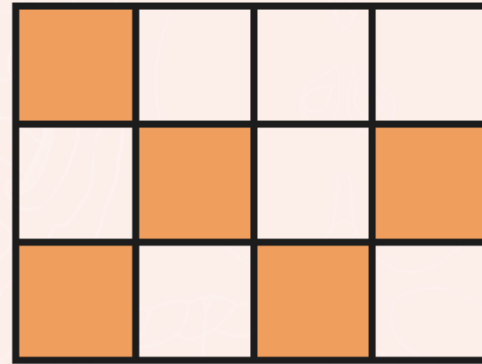
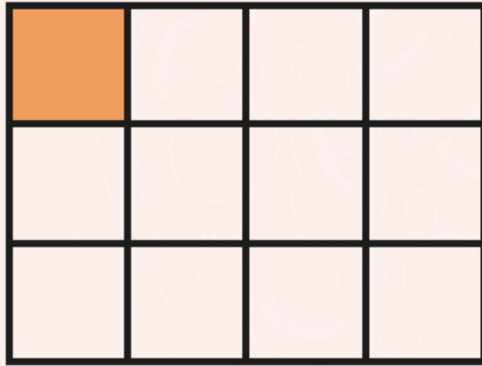
$$\frac{5}{8}$$

04.06.26

TBAT: compare and order fractions with the same denominator.

Talk Partners:

Use the < or > signs to compare these pairs of fractions.



$$\frac{1}{12}$$

<

$$\frac{5}{12}$$

04.06.26

TBAT: compare and order fractions with the same denominator.

Class:

Order these fractions from smallest to greatest.

$$\frac{3}{20} \quad \frac{15}{20} \quad \frac{10}{20} \quad \frac{6}{20}$$

04.06.26

TBAT: compare and order fractions with the same denominator.

Talk Partners:

Order these fractions from greatest to smallest.

$$\frac{13}{50} \quad \frac{49}{50} \quad \frac{25}{50} \quad \frac{5}{50}$$

04.06.26

TBAT: compare and order fractions with the same denominator.

Independent Task:

1. $\frac{1}{4}$ $\frac{2}{4}$

2. $\frac{3}{5}$ $\frac{5}{5}$

3. $\frac{2}{3}$ $\frac{1}{3}$

4. $\frac{1}{5}$ $\frac{2}{5}$

5. $\frac{6}{6}$ $\frac{6}{6}$

Order the numbers from least to greatest.

1) $\frac{8}{10}$; $\frac{7}{10}$; $\frac{9}{10}$; $\frac{1}{10}$; $\frac{4}{10}$

2) $\frac{7}{9}$; $\frac{2}{9}$; $\frac{8}{9}$; $\frac{5}{9}$; $\frac{3}{9}$; $\frac{4}{9}$

3) $\frac{7}{9}$; $\frac{3}{9}$; $\frac{8}{9}$; $\frac{2}{9}$; $\frac{1}{9}$

4) $\frac{6}{11}$; $\frac{7}{11}$; $\frac{3}{11}$; $\frac{2}{11}$

5) $\frac{4}{10}$; $\frac{8}{10}$; $\frac{9}{10}$; $\frac{7}{10}$

6) $\frac{9}{12}$; $\frac{7}{12}$; $\frac{5}{12}$; $\frac{2}{12}$

04.06.26

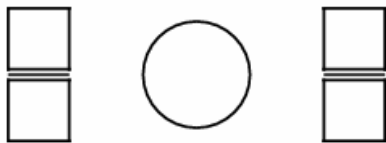
TBAT: compare and order fractions with the same denominator.

RP 1: Aisha coloured $\frac{4}{6}$ of her shape. Tom coloured $\frac{2}{6}$. Who coloured more?

RP 2: Three children ran a race. Ella ran $\frac{7}{10}$ of the track, Sam ran $\frac{4}{10}$ and Ruby ran $\frac{9}{10}$. Put them in order from shortest distance to longest.

Challenge:

2a. Write the fractions shown and use $>$ or $<$ to compare them.



VF

Mastery:

3b. Who had the smallest piece of cake?

Explain how you know.



Riswan

I ate $\frac{1}{6}$ of the whole cake.



Amelia

I ate $\frac{1}{8}$ of the whole cake.

Mastery GD :

2a. Use two number cards to complete the statement. Use each card once.



$$\frac{1}{\square} < \frac{1}{5} < \frac{1}{\square}$$

Find 3 possibilities.

PS

Thursday 4th June

TBAT: Use descriptive devices in my writing for effect.

3 in 3

1. Underline the **similes** in these sentences.

The athlete ran as fast as lightening to win the race.

The swimmer cut through the water like a knife through warm butter.

2. Add a **preposition** to each sentence so that it makes sense.

Whilst playing Hide and Seek, Tim chose to hide _____ the bed.

The bird soared _____ into the clear blue sky.

3. Add a suitable **adjective** and **adverb** to this sentence to improve it.

The _____ fish darted through the corals and sea plants, before _____
disappearing into a secret underwater cave.

Vocabulary

- Breakers - crashing waves -



- Infrared - thermal imaging - searching for heat



- Teetering - on the edge - may fall



- Wheeling (stars) spinning, moving quickly



- Immense - huge - vast



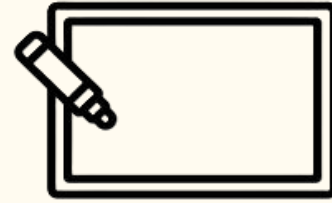
Knowledge Check



Correct the grammar and punctuation in these sentences.

1. the iron man come to the top of the cliff.
2. How far had he walked. nobody nows. Where did He come from?
3. one of the seagull flied up - Aaaaaark
4. **Challenge** : All the separate pieces tumbled scattered crashing bumping clanging down on to the rocky beach far below.

Expanded Noun Phrases.



1. What is an expanded noun phrase? Talk to your partner.

2. [What is an expanded noun phrase? - KS2 English - BBC Bitesize](#)

3. With your partner, complete the quiz on the screen.

Knowledge Check: Which of these is an expanded noun phrase?

1. The soft, gentle waves lapped the shore.
2. The waves crashed onto the beach.

Expanded Noun phrases in the text



- Let's look for some expanded noun phrases in chapter 1, that describe the setting.
 - **I do** – Only one of the iron hands, **lying beside an old, sand-logged washed-up seaman's boot,**
 - **You do** – can you find an example to share with the class?
-
- **We do** – how many can you find in 5 minutes?

Creating expanded noun phrases

- Today we are going to write some sentences about the setting for the start of The Iron Man. We are going to create some expanded noun phrases for different parts of the story.
- We need to choose words carefully for effect to create the correct atmosphere.
- Look again at the picture.
- What kind of atmosphere do we want to create?



Creating Expanded Noun Phrases

Create expanded noun phrases to describe the following:

- The sky
- The cliff
- The sea
- The gulls
- The beach



Independent Write

- Create a paragraph of sentences that include your expanded noun phrases.
- Check!
- Punctuation is correct.
- Sentences make sense.
- Spelling is correct.
- Have you created a dark, moody atmosphere?
- Challenge: Include a fronted adverbial, a simile and a preposition in your sentences



Thursday 4th June

Q: How is music used in a church?

3 in 3

In many churches, music is an important part of the service. When people come together, they often sing hymns to show their love, thanks, or feelings towards God. These hymns can be happy, calm, or even joyful, depending on the time of year or the message of the day. Sometimes a choral group sings together in harmony, which helps everyone feel peaceful and ready to listen. Music is also used during worship to help people focus, reflect, and feel connected to the church community. Whether it is singing, listening, or joining in with actions, music helps make the church feel warm, welcoming, and full of meaning.

1. What do people sing in church to show their love and thanks towards God?
2. Who sometimes sings together in harmony?
3. How does music help people during worship?

Why do you think music helps make the church feel warm, welcoming, and full of meaning?

Thursday 4th June

Q: How is music used in a church?



Asher

In Asher's church, they sing modern songs accompanied by a **worship** band with guitars and drums.



Louise

In Louise's Methodist church, they use a **hymn** book to sing **hymns** accompanied by an organ.



Fiona

In Fiona's Anglican church, they sometimes listen to the choir singing **choral** music.



Thursday 4th June

Q: How is music used in a church?

Independent Task:

Can you explain three things about how Christians use music in church? Use the audio files to help you.



choral music

oaknationalacademy-res.cloudinary.com/video/upload/v1750081658/mnqd64blg0toznbhjkuh.mp3



modern song

oaknationalacademy-res.cloudinary.com/video/upload/v1750779592/fwlpzhtaychw0bq1sl.mp3



organ hymn

oaknationalacademy-res.cloudinary.com/video/upload/v1751383034/yswkhb4yp0dx996ekaba.mp3

Thursday 4th June

Q: How is music used in a church?

Independent Task:

Can you explain three things about how Christians use music in church?

You might have said:

*Some churches have choirs to help the **worship**. Fiona likes to listen to the **choral** music while she prays.*

*Some church **services** use modern songs accompanied by a band with guitars and drums. In Asher's church, they follow the words on a screen as they **worship**.*

*Some churches sing **hymns** accompanied by an organ. In Louise's church, they use a **hymn** book to help them to sing.*

(

Thursday 4th June

Q: How does the skeleton support the human body?

3 in 3

1. Which one of these is not part of your body?

Head Leg Gills

2. Which of these things do we need to do to stay healthy?

Eat a balanced diet.

Get plenty of sleep.

Watch television.

Do some exercise.

3. A human is a type of_____.

Bird

Animal

Reptile

What bones in our bodies can you name?

Thursday 4th June

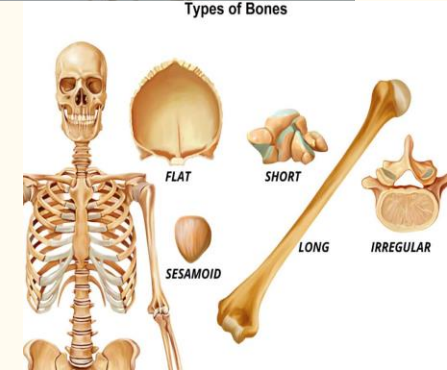
Q: How does the skeleton support the human body?

A **skeleton** is the set of bones inside an animal's body that supports its shape, helps it move, and protects important parts.

Bones are a hard structures that form part of a skeleton.

An **X-ray** is used to create an image of our bones.

An animal's body needs a skeleton which **supports** it to be able stay upright and keep its shape.



Thursday 4th June

Q: How does the skeleton support the human body?

All humans have **bones**.

Our bones are joined together to make a frame called a **skeleton**.

We can feel parts of our skeleton through our skin.

Can you feel your skeleton?

Do all your bones feel the same?

Are they all the same shape?

What does your **skeleton** feel like?

A skeleton is made up of lots of **bones**. They feel hard.



bone

A human adult **skeleton** has 206 **bones**.

Bones are lots of different shapes and sizes.

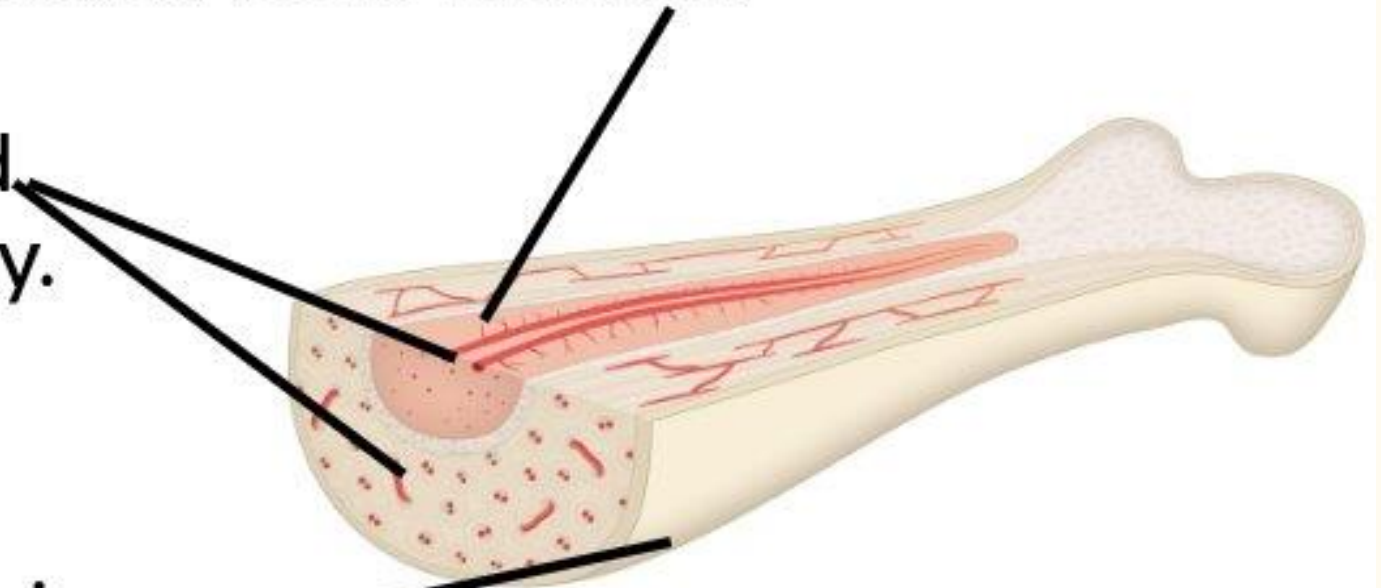
Thursday 4th June

Q: How does the skeleton support the human body?

A **bone** is a living thing. In the middle of a bone there is a soft material called bone marrow.

The bone needs a blood supply to keep it healthy.

The outside of the bone is made from a material that is solid and strong.



bone cut in half to show bone marrow

Thursday 4th June

Q: How does the skeleton support the human body?

A human skeleton is made up of _____.
Bones are made of a strong material and feel _____.
The bones are different _____ and _____.
There are _____ bones in an adult skeleton.

206

bones

shapes

hard

sizes

Thursday 4th June

Q: How does the skeleton support the human body?

Represent your skeleton on your upper body using masking tape.

1. Explore your skeleton with a partner. Find your bones by feeling through your clothes.
2. Ask your partner to use masking tape to mark the position of your bones on your front and back.
3. Start with your arm. Find a bone and use one piece of masking tape to show its length and position.
4. Find and represent as many bones carefully where your bones are joined.

Look for what is similar between your masking tape skeleton and the skeletons below.



Masking tape skeleton model

Thursday 4th June

What happens in an X-ray scan?

Q: How does the skeleton support the human body?

We cannot see our **skeleton** when we look in a mirror.

If we break a **bone**, we will need to have an **X-ray**.

An X-ray is used to create an image of our bones so we can see what they look like.

The X-ray will show a doctor if the bone is broken.



X-ray of a hand



Thursday 4th June

Q: How does the skeleton support the human body?

Why do humans need a **skeleton**?

One of the roles of our skeleton is to **support** our body.

Without a skeleton, all the soft parts of our body would have nothing to hold them up and we would be 'floppy' on the floor.



blob



Thursday 4th June

Q: How does the skeleton support the human body?

What do you think would happen if you didn't have a **skeleton**?

Stand up.

Show a partner what would happen to your body if you didn't have a skeleton.

Without a skeleton, there would be nothing to **support** your body and it would fall over.

Thursday 4th June

Q: How does the skeleton support the human body?

Group task:

- Fill a sandwich bag with a cupful of rice, then tie the top of your bag.
- Use 5 elastic bands or string to make Mr. Floppy with a head, two legs and two arms.

Mr. Floppy can not stand up!
He needs a solid and strong skeleton to support his body.

- Discuss which materials you think will be suitable and then make a frame for inside the bag to create a skeleton for Mr. Floppy.



bag of rice



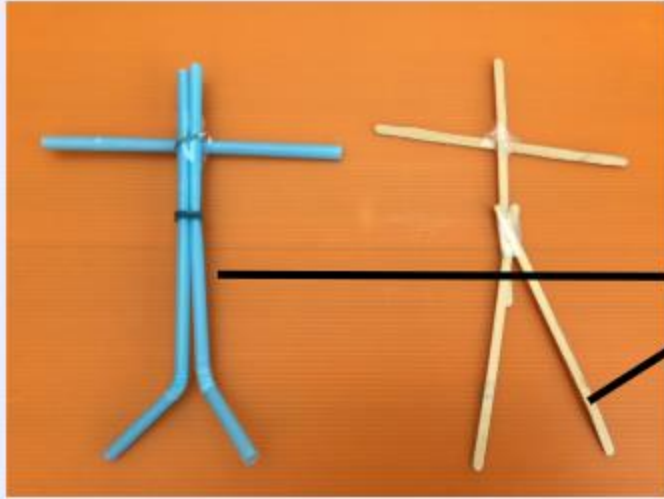
body model



If humans didn't have a skeleton, what everyday activities would become difficult or impossible — and why?

Thursday 4th June

Q: How does the skeleton support the human body?



model frames

You might have made your skeleton frame from straws or wood and fastened it inside Mr. Floppy.



Mr. Floppy

The solid skeleton is inside the bag to support Mr. Floppy's body.

Thursday 4th June

Q: How does the skeleton support the human body?

Exit game!

In the half term, Miss Fuller went to the zoo and saw some x-rays. Can you guess what animals the x-rays are of?

X-RAY 1: MEERKAT

This X-ray shows a meerkat. In the image you can also see the mask the meerkat is wearing, which delivers the gas to keep it asleep during this procedure.



VETCLINIC

X-RAY 2: TITI MONKEY

The partial X-ray shows a titi monkey's spine and limbs. Can you feel your own spine?



X-RAY 3: PENGUIN CHICK

This X-ray shows a young penguin – known as a chick. Can you see its skull?



Thursday 4th June

Q. What is my class community?

Talk partners

When might you feel left out of something? How do you feel when it happens?

Thursday 4th June

Q. What is my class community?

Talk partners

Can you think of any communities you feel part of?
How is our class a community?



Thursday 4th June

Q. What is my class community?

Me and my class community



What do we have in common in our class?
Let's create a list of things that make us a community.

Thursday 4th June

Q. What is my class community?

Talk partners

Can you think of one particular time when you felt really strongly that you belonged in our class?



Thursday 4th June

Q. What is my class community?

Let's create a mind map using adjectives to describe our class as a community.

[Generate Word Cloud](#)

Thursday 4th June

Q. What is my class community?

The Web of Connection

Pupils stand in a circle. One pupil has a ball of string or wool. They pass the ball to another pupil while saying, 'I am connected to ... because ...'.

Examples of connections may include: both like Maths / went to the same playgroup / support Chelsea / go to gymnastics together, etc.

