

Tuesday 23rd June

Morning Challenge

In the Scottish Highlands, there's a special valley called Rainbow Valley. Every evening, no matter the weather, the skies clear up and beautiful rainbows stretch across the Loch. No one knows why this happens, but Jonny, a young boy, heard a low humming coming from the valley while camping with his father. Could this humming be the reason for the strange weather patterns?

Why do you think the rainbows appear in Rainbow Valley every evening?

What might the humming sound be connected to?

How would you feel exploring a place like Rainbow Valley?



Tuesday 23rd June

Spelling paper

Tuesday 23rd June

Maths reasoning paper.

Tuesday 23rd June

TBAT: plan the content of a newspaper report.

3 in 3

1. Look at the sentence below.

What punctuation is missing?

the Iron Man said I will walk to the sea

2. Which sentence shows correct direct speech punctuation?

A. The farmer shouted “The Iron Man is back”.

B. The farmer shouted, “The Iron Man is back!”

C. The farmer shouted “the Iron Man is back!”

3. Rewrite this sentence using direct speech:

The Iron Man said that he was hungry.

List the verbs and improve them with adverbs.

Key Vocabulary:

- **Orientation paragraph-** the first part of a newspaper report, containing the 5 Ws.
- **5 Ws-** who? What? Where? When? Why?
- **Quote-** something a witness has said, in direct speech punctuation.

LOCAL NEWS TODAY

NEWS SPORT LETTERS WEATHER FEATURES

HELP FLOODS INTO DELUGED SCHOOL

A clean-up operation is underway at Seaside School in Westwater-on-Sea, which was flooded overnight.

The drama unfolded in the early hours of yesterday morning. Head Teacher Mrs Porter received a call from the fire service. "My phone rang at 3.30am," Mrs Porter explained "and I was astounded to find myself speaking to a firefighter who told me that water was gushing out from underneath the school doors!"

Shire Fire and Rescue service confirmed that a crew had attended and informed the school management. The KS2 classrooms bore the brunt of the floodwater. A combination of an exceptionally high tide, strong on-shore winds and a torrent of torrential rain caused water to rise up through drains. This ripped up flooring and damaged furniture. Catering equipment in the School kitchen was also ruined. A local supermarket donated sandwiches and fruit for lunch as it was impossible to serve hot dinners. At the height of the flood, the water was almost 20 centimetres deep in some places.

The younger children were able to remain in their classrooms today, but the pupils in Years 4, 5 and 6 had to work in the church hall next door. "It's not fair, I think they certainly should have shut the school," complained Ahmed, a Year 6 pupil. Sofia in Year 4 had a different view. "It's fantastic fun having lessons in the church hall, like an adventure," she exclaimed. Deputy Head Mr Maslin told reporters, "People have been fantastic. We have staff, parents and governors on site helping to clean up. That, as well as the very generous donation from the supermarket, means that we were able to open today."

A council official confirmed that they knew about the high risk of flooding in the school. "I'm not surprised in the slightest," he remarked. "This is an ongoing problem. It is caused by the fact that this part of the school lies just below sea level. When we have heavy rain and high tides, as we did last night, the water whooshes up through the pipes. The school has recently applied for planning permission to rebuild this part of the building. This should prevent future flooding."



Local families raced to help the school after the building and play areas were flooded overnight.

FLOODED CLASSROOMS
More photos on page 5

19th October
65p

4 974 3326 600 104

Read the newspaper report and highlight the **adverbials of time**.

IRON MONSTER SMASHES LOCAL FARMS

***Shocked farmers discover metal-eating giant near the sea* By The Daily News Team**

Early yesterday morning, farmers were left scared and upset after an unknown menace was discovered destroying farmland near the cliffs by the sea.

During the night, the mysterious metal giant crushed tractors, snapped fences and swallowed valuable farm tools. The damage was discovered when farmers went out to check their fields.

“I couldn’t believe my eyes,” said mystified farmer Mr Green. With a shaking voice, he explained, “My tractor was gone. It looked like it had been eaten.”

Nearby, another outraged farmer described deep footprints pressed into the ground. “In my whole life, I’ve never seen anything like it,” said Mrs Brown. Fearfully, she added, “Whatever did this must be enormous.”

According to local experts, the culprit is believed to have come from the sea and destroyed the farms because he eats metal. For now, people do not know why he has arrived or where he has gone.

Local people have been asked to stay safe while the mystery continues, but farmers fear the strange events may happen again.

We need to plan our newspaper report in **chronological order**- the events need to follow each other in the right order!

This means we need to use adverbials of time to sequence events. Would this adverbial of time make sense in this sequence from the article?

A young boy, Hogarth, tried to warn the farmers about the Iron Man but they laughed at him. **Before that,** they woke up to find that their machinery had been eaten and destroyed.

What adverbial of time would be effective to join these two events?

Farmer Giles woke this morning at around 7am. He found that his favourite tractor had been bitten into by some kind of huge creature.

In the main body of the article, we need to explain what has happened in more detail. What do we know about the damage? Read this extract from the book again...

Next morning all the farmers were shouting with anger. Where were their tractors? Their earth-diggers? Their ploughs? Their harrows? From every farm in the region, all the steel and iron farm machinery had gone. Where to? Who had stolen it all?

There was a clue. Here and there lay half a wheel, or half an axle, or half a mudguard, carved with giant toothmarks where it had been bitten off. How had it been bitten off? Steel bitten off? What had happened?

There was another clue. From farm to farm, over the soft soil of the fields, went giant footprints, each one the size of a single bed. The farmers, in a frightened, silent, amazed crowd, followed the footprints. And at every farm the footprints visited, all the metal machinery had disappeared.



With your partner...

- What information do you need the reader to take from the article?
- What order do the events need to be in?
- On your whiteboard, make a list of the important points.
- What do the farmers think about the events? What quotes do we need to include?

Let's construct some bullet points together to explain the format of our article. Firstly, let's remember the 5 Ws that we started with...



- Orientation paragraph (yesterday morning, on local farms, machinery has been destroyed, farmers, unknown monster)
- Detail paragraph
()
- Quotes ()
- Conclusion (farmers are left worried that....)

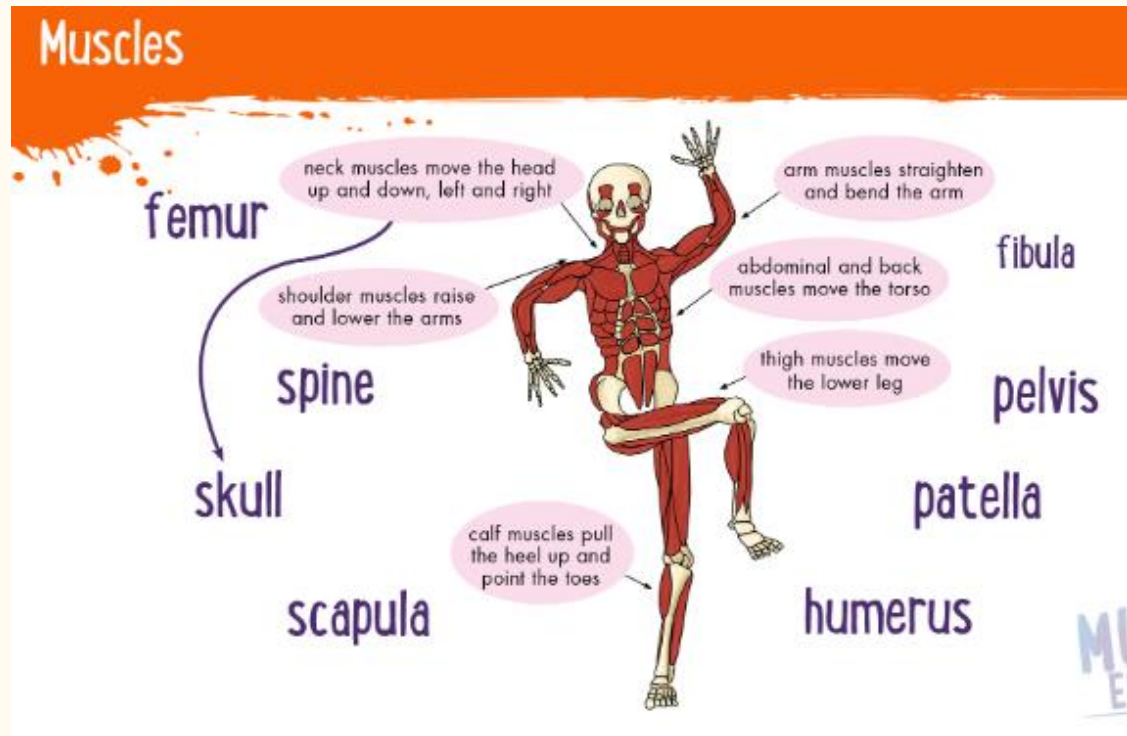
Write a series of bullet points to explain the structure of our article. Include brief details in brackets after each bullet point.

- Orientation paragraph (yesterday morning, on local farms, machinery has been destroyed, farmers, unknown monster)
- Detail paragraph()
- Quotes ()
- Conclusion (farmers are left worried that....)

Challenge – Can you list the **adverbials of time that we may use in our writing?**

Tuesday 23rd June

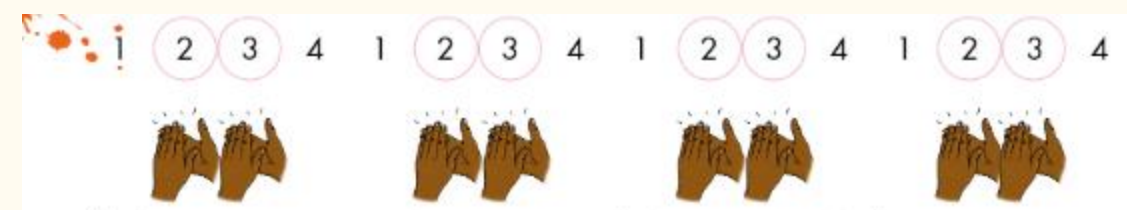
TBAT: explore muscles in a song and perform two body songs together.



Step 1 – Watch movie of muscles song.

Step 2 – Discussion about how the muscles help the skeleton move.

Step 3 - (Teaching video)
Children to clap on the right beats and perform the call and response.



Muscles, con - tracting, re - laxing, moving bones.
Muscles, con - tracting, re - laxing, moving bones.

Call:
Muscles for walking
Muscles for turning
Muscles for jumping
Muscles for lifting
Muscles for bending
Muscles for pushing
Muscles for pulling
Muscles for playing

Tuesday 23rd June

TBAT: explore muscles in a song and perform two body songs together.

Skeleton, skeleton dancing free,
Jingle and jangle your bones for me.
Twisting and turning then shaking
about,
Skeleton, skeleton, dance and shout!

Skull - In my head
Patella - In my knee
Femur - In my thigh
Pelvis - In my hips
Spine - Centre back
Scapula - Shoulder blade
Humerus - Upper arm
Fibula - Lower leg

Muscles, contracting,
Relaxing, moving bones.
Muscles, contracting,
Relaxing, moving bones.

Muscles - for walking
Muscles - for turning
Muscles - for jumping
Muscles - for lifting
Muscles - for bending
Muscles - for pushing
Muscles - for pulling
Muscles - for playing

Muscles, contracting...
Skeleton, skeleton...

Muscles need bones and bones need
muscles,
Muscles need bones and bones need
muscles,
Muscles need bones and bones need
muscles,
Muscles need bones and bones need
muscles!

**Activity 3 - To perform
both songs as a class.**

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

3 in 3

1. Order these animals from smallest to largest.

Tortoise

Whale

Tadpole

Mouse

Eagle

2. To look at our skeleton we need to have a special image taken called a _____.

3. Match the animal to its correct group.

Shark	Mammal
Seagull	Reptile
Frog	Fish
Human	Bird
Crocodile	Amphibian

Challenge:

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

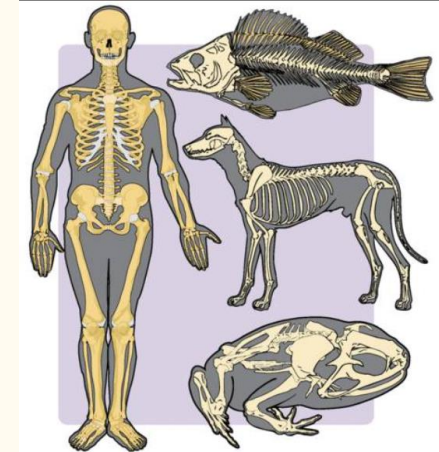
A **skeleton** is the set of bones inside an animal's body that supports its shape, helps it move, and protects important parts.

I **compare** things by looking at what is the same and what is different.

Animals with an **endoskeleton** have an internal skeleton.

A **vertebrate** is an animal with an internal skeleton including a spine.

The backbone of an animal is also called its **spine**.



Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

Humans are animals that have a **skeleton** for support and protection.

We have different shaped bones that grow as we grow into adulthood.



different shaped bones



human skeleton

Tuesday 23rd June

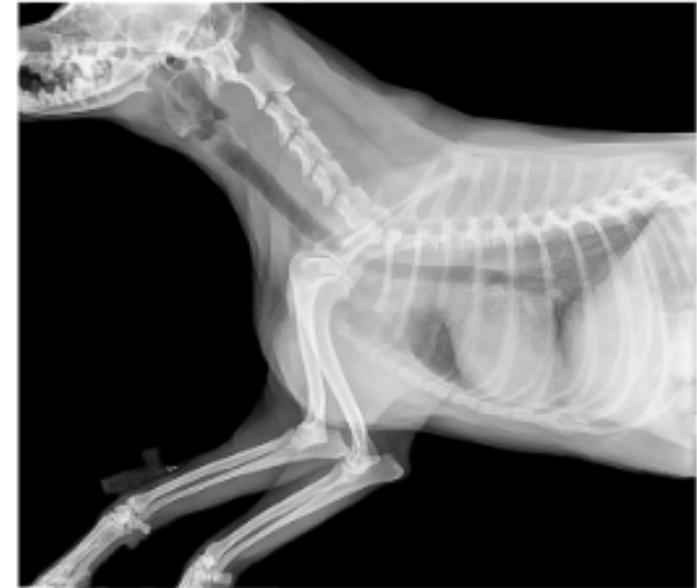
Q: How can I compare and group animals based on their skeleton?

Some other animals have **skeletons** like humans.



Alex

I can **compare** my dog's skeleton to mine. Some of its bones are the same shape as mine.



X-ray of dog skeleton

Can you see the dog's skull?

Can you see the dog's spine?

Can you see the dog's rib cage?

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

Animal **skeletons** have different numbers of bones.



Alex

I wonder if my dog
has more or less
bones than a human.



dog

We can **compare** the number of bones in different skeletons. An adult human skeleton has 206 bones but a dog skeleton has 321 bones!

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

Knowledge Check:

Animals have bones of different shapes and sizes.
Which of these animals would have the longest spine?



rabbit

a



giraffe

b



cow

c



Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

Talk Partners:

Mammals, reptiles, amphibians and fish have bones that are solid to support the weight of the animal and protect its organs.

One group of animals have bones that are hollow as their bones need to be lighter.

Which group of animals do you think have hollow bones?



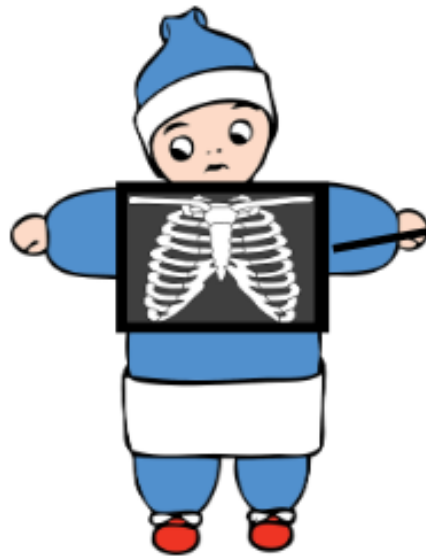
bird skull

Bird bones are all hollow which makes their skeleton lighter so they can fly.

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

Skeletons that are inside an animal's body are called **endoskeletons**.



X-ray of ribs

'endo' - means within.

When we use the word **endoskeleton** to describe an animal's **skeleton**, it means that their skeleton is within their body.

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

Independent Task 1:

1. Compare these two animal endoskeletons.



fish skeleton

Describe three differences between the skeletons.



turtle skeleton

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

Answer examples:

Compare these two animal endoskeletons.



fish skeleton

The fish has a large skull bone and the turtle has a small skull bone.

Did you notice any other differences?

The fish has lots more ribs than the turtle.

The turtle has lots of bones in its arms and legs. The fish just has one bone for each fin.



turtle skeleton 

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

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

[What is an invertebrate? - BBC Bitesize](#)

Animals with a **spine** are called **vertebrates**.
All vertebrate animals have an **endoskeleton**.

Which of these animals are vertebrates?



horse



shark



hawk



crocodile

All of these animals are vertebrates!

Tuesday 23rd June

Q: How can I compare and group animals based on their skeleton?

Complete and
stick in books

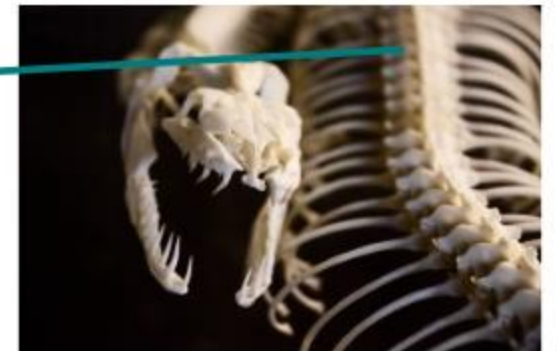
Animals with endoskeletons all have a _____, which is a column of bones that protects the spinal cord. An animal with a spine is called a _____.

A snake is a **vertebrate** with a long **spine** through the length of its body. It is like the human spine, made up of lots of smaller bones called vertebrae. An eel's spine is the same.



coiled snake

Vertebrae are small bones of the spine that fit together, allowing the spine to bend.



snake skeleton



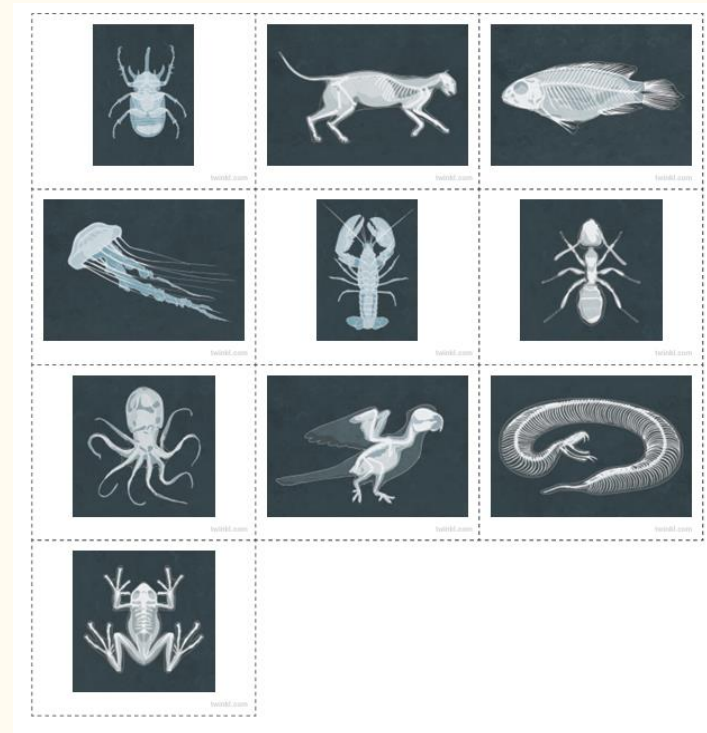
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Q: How can I compare and group animals based on their skeleton?

Independent task 2:

X-Rays of Animals

vertebrates	invertebrates



Challenge:



ostrich



snail



toad



butterflyfish



chameleon

Write a sentence for each animal to explain if it is a vertebrate or not and explain how you know.

Tuesday 23rd June

TBAT: develop throwing for distance.

Success Criteria

- Release the beanbag as your hand moves past your head.
 - Throw from a balanced stance.
- Transfer your weight from your back to your front leg.

Whole Child Objectives

Social: To congratulate my partner for working hard and for using a good technique.

Emotional: To show determination to improve on my previous throw.

Thinking: To explore and identify good technique.