

Thursday 25th June

Morning Challenge

Section 1



Underline the correct verb to create a present perfect sentence:

Oh no, I (has/have) broken my pencil!

Section 2

Join the correct prefix to each root word.

un

in

mis

visible

kind

place

Section 3

List TWO adjectives to describe this bear.



Section 4

Circle the preposition in this sentence:

The cow is in the field.



Section 5

Which conjunction would fit best into this sentence?

Ben fell on the playground _____ he didn't hurt himself.



Section 6

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

s _____ e

r

t

p

a

e

e

s

a



Thursday 25th June

TBAT: tell time on a digital clock (5 minutes)

Mixed



Thursday 25th June

TBAT: tell time on a digital clock (5 minutes)

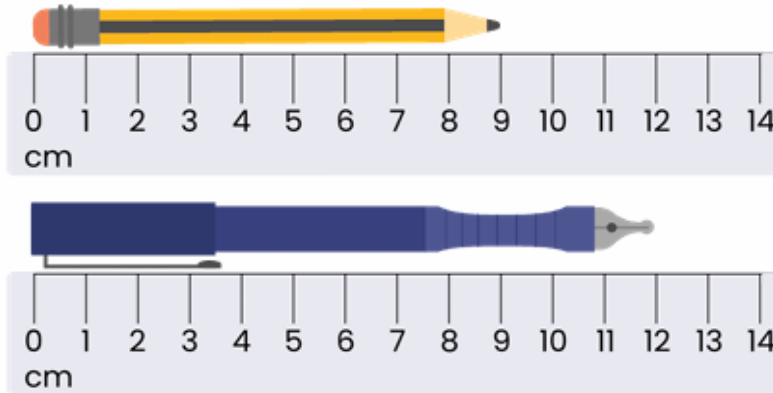
Put these numbers in descending order.

743 347 734 374

Put these numbers in ascending order.

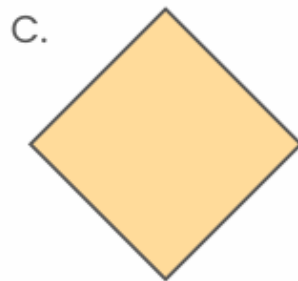
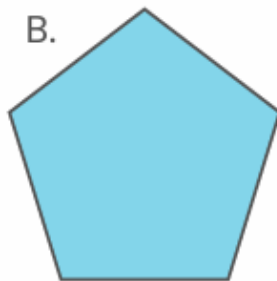
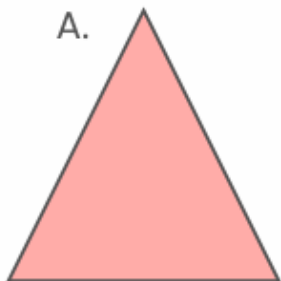
515 551 550 505

Ruby is comparing the length of her pen and pencil.



How much longer is the pen than the pencil?

Which of these shapes has at least one pair of parallel lines?



Choose the fraction the arrow is pointing to on the number line.



A. $\frac{1}{3}$ B. $\frac{1}{4}$ C. $\frac{3}{4}$ D. $\frac{3}{8}$

Thursday 25th June

TBAT: tell time on a digital clock (5 minutes)

[Teaching Clock](#)



Practical Activity:

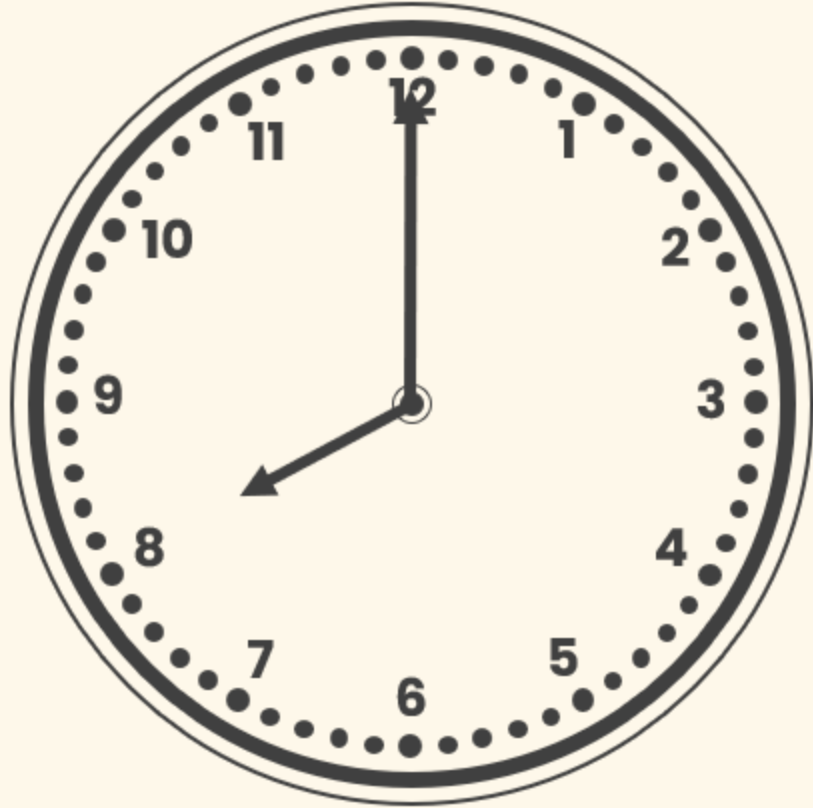
Digital Clock (12 hour)

- O'clock
- Half past
- Quarter past and quarter to.
- Every 5 minutes.

Thursday 25th June

TBAT: tell time on a digital clock (5 minutes)

Here are two clocks. They both show the same time, which is 8 o'clock.



analogue clock



digital clock

Thursday 25th June

TBAT: tell time on a digital clock (5 minutes)

A digital clock shows time using numbers.

The first number shows the **hour**.



The second number shows the **minutes**.

The hours and minutes are separated using a colon.

The time is 10 minutes past 11.

Thursday 25th June

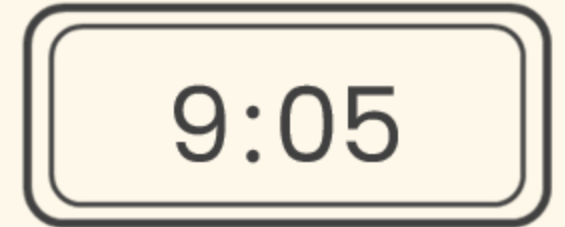
TBAT: tell time on a digital clock (5 minutes)

The time shown on the analogue clock is 5 minutes past 9.

On a digital clock we need to use a placeholder for the minutes.



incorrect



correct

Thursday 25th June

TBAT: tell time on a digital clock (5 minutes)

Knowledge check:

The time on the analogue clock shows 10 minutes past 5.

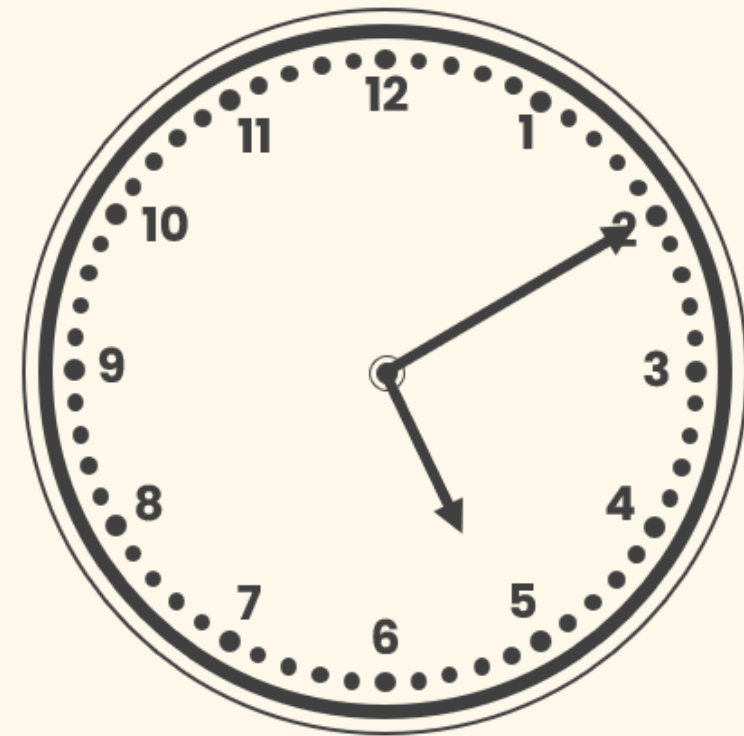
Which digital time matches?

A.

B.

C.

D.



Thursday 25th June

TBAT: tell time on a digital clock (5 minutes)

The time shown on the analogue clock is 20 minutes to 4.

On a digital clock, we write the number of minutes past the hour.

The hour is within 3 and 40 minutes have past.

On a digital clock this is written as:

3:40

The time on the digital clock would be described as '20 minutes to 4' instead of '40 minutes past 3'.



Thursday 25th June

TBAT: tell time on a digital clock (5 minutes)

Solve with partner:

Write the times shown on the analogue clocks.

A.



:

past

B.



:

minutes to

C.







:

minutes to

Thursday 25th June

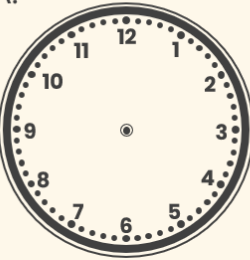
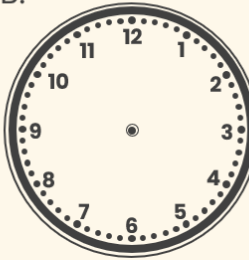
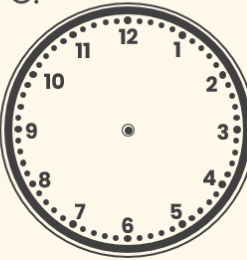
TBAT: tell time on a digital clock (5 minutes)

Independent task:

A.	B.	A.	B.
			
<input data-bbox="76 611 264 708" type="text" value=":"/>	<input data-bbox="351 611 540 708" type="text" value=":"/>	<input data-bbox="647 611 835 708" type="text" value=":"/>	<input data-bbox="922 611 1110 708" type="text" value=":"/>

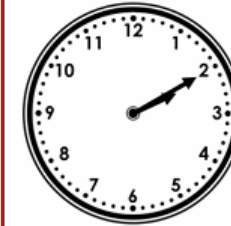
Challenge:

Place the hands on the analogue clocks to match the digital times.

A.	B.	C.
		
<input data-bbox="155 1260 338 1338" type="text" value="2:45"/>	<input data-bbox="596 1260 779 1338" type="text" value="9:20"/>	<input data-bbox="1037 1260 1220 1338" type="text" value="11:35"/>

Mastery:

1b. Jordan arrives at the cinema at the time shown on the clock.



Activity	Start time
Ghostly	2:05
Toys Alive	2:45
Jupiter	1:55

Which film can he watch? Explain your answer.

Mastery GD:

3b. There has been some damage at the local library. It was spotted at 1:15. CCTV shows the time people entered.

Name	Time
Miss Page	12:50
Mr Clue	1:35
Mrs Bookish	1:05
Mrs Readit	1:30

Who should the police question? Explain your answer.

Thursday 25th June

TBAT: write effectively to inform.

3 in 3

Read the sentence below.

1. Which words are the adverbial of time?

Early one morning, the Iron Man walked towards the cliff.

2. Complete the sentence using the best adverbial of time.

____, the villagers realised the Iron Man was harmless.

A. Slowly

B. Yesterday

C. Loudly

3. Add an adverbial of time to the sentence below.

The Iron Man returned to the scrap heap.

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."



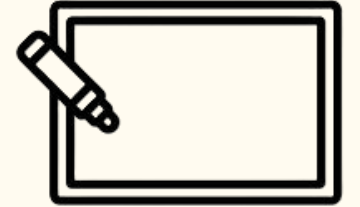
Local families raced to help the school after the building and play areas were flooded overnight.

FLOODED CLASSROOMS
More photos on page 5

19th October
65p

4 974 3326 600 104

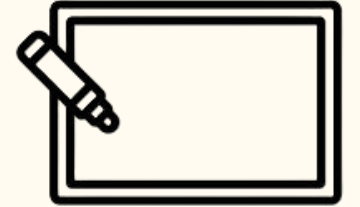
Knowledge check



Where would we include direct speech punctuation in this sentence?

I can't believe my lovely tractor is in pieces moaned Farmer Giles.

Knowledge check



Could you re write this sentence with a fronted adverbial of time?

Farmers woke to an amazing sight- their equipment was destroyed.

Our sentence structure needs to be clear and organised to ensure that the reader takes out the correct information! Read through this orientation paragraph and discuss with your partner...do the sentences make sense?

Yesterday morning the local area was left in confusion and fear as farm equipment was found in ruins currently there is no explanation as to the reason for these mysterious events.

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.

Let's make a list of the important information we need to include for the reader...

- Everything from tractors to diggers has been destroyed or taken
- There are giant teeth marks in some of the parts left behind

What other information can we include from the text?

Help me continue this part of the report going into more detail about the events of last night:



Overnight, it appears that

Write the first half of your report, including the orientation paragraph and the body of the article with further detail.

Adverbials of time:

- Early yesterday morning,
- During the night,
- Overnight,

Journalistic phrases:

- According to reports,
- According to local experts,

Challenge – Can you include these year 3 and 4 words in your writing? believe / disappear / describe

Thursday 25th June

TBAT: write effectively to inform.

3 in 3

1. Add the missing punctuation to the sentence below.

I will not harm you the Iron Man said

2. The sentence below has one punctuation mistake.

What is it?

"My tractor is gone" the farmer moaned.

3. Which sentence shows correct direct speech punctuation?

A. "Go away!" shouted the villagers.

B. "Go away", shouted the villagers.

C. "go away!" shouted the villagers.

Key Vocabulary:

- **Inverted commas-** punctuation marks that show someone is speaking.
- **Reporting clause-** explains who has spoken and how.
- **Direct speech-** speech that is written in inverted commas.

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FLOODED CLASSROOMS
More photos on page 5

19th October
65p

4 74 3326 600 104

Let's listen to someone read their work aloud. As they read, make notes on your whiteboard- at the end, do we know...

- **WHAT** has happened
- **WHO** has been affected
- **WHERE** this has happened
- **WHEN** this happened (adverbials of time!)
- **WHY** this happened (or perhaps a reference to what we don't know!)

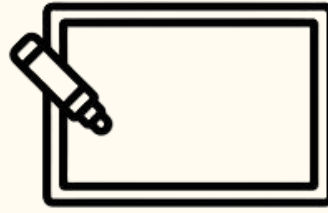


We need to finish our article by including quotes from the farmers affected, and a brief conclusion giving information about what they feel may happen next.

Remind your partner:

- How might the farmers be feeling about what happened?
- What would they want to say to an interviewer?

Is this direct speech accurately punctuated? Re write it with the correct punctuation.



"It's unbelievable really explained a stunned Farmer Giles. I mean two days ago my beautiful tractor was sowing my fields and now all I have left is a wheel. Even that has a huge bite mark in it! I am absolutely devastated, and also completely mystified."

Do you think that this is something that one of the farmers might say? Does the **REPORTING CLAUSE** match the speech? How would you and your partner change this so that it is more appropriate and makes more sense?



"I don't really care," moaned a clearly devastated Farmer Geraldine. "It's not that big of a deal really."

Help me continue this part of the report,
including the thoughts of the farmers and ending
with a brief conclusion:



The farmers are now feeling concerned
and confused.

"

Write the second half of your report, including the quotes from the farmers and a conclusion sentence.

- Inverted commas go around the **EXACT WORDS** that are said.
- A **COMMA** goes in between the end of the speech and inverted commas.
- The **REPORTING CLAUSE** has a **VERB** and a **NOUN** to explain who or what is speaking.

Challenge – Can you include these year 3 and 4 words in your writing? NOTICE / DIFFICULT / STRANGE

Thursday 25th June

TBAT: understand that boys' and girls' bodies need to change.

Talk partners

What similarities and differences can you see in the images below?



Thursday 25th June

TBAT: understand that boys' and girls' bodies need to change.

Think, pair, share

What changes have happened to you?

What was good about it? What was difficult about it?

Thursday 25th June

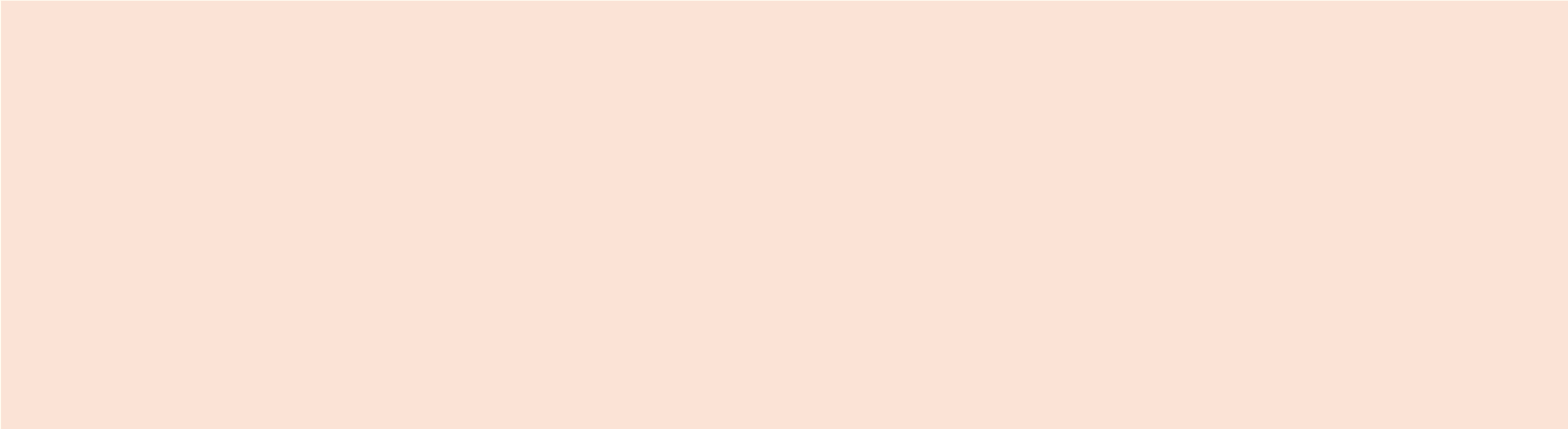
TBAT: understand that boys' and girls' bodies need to change.

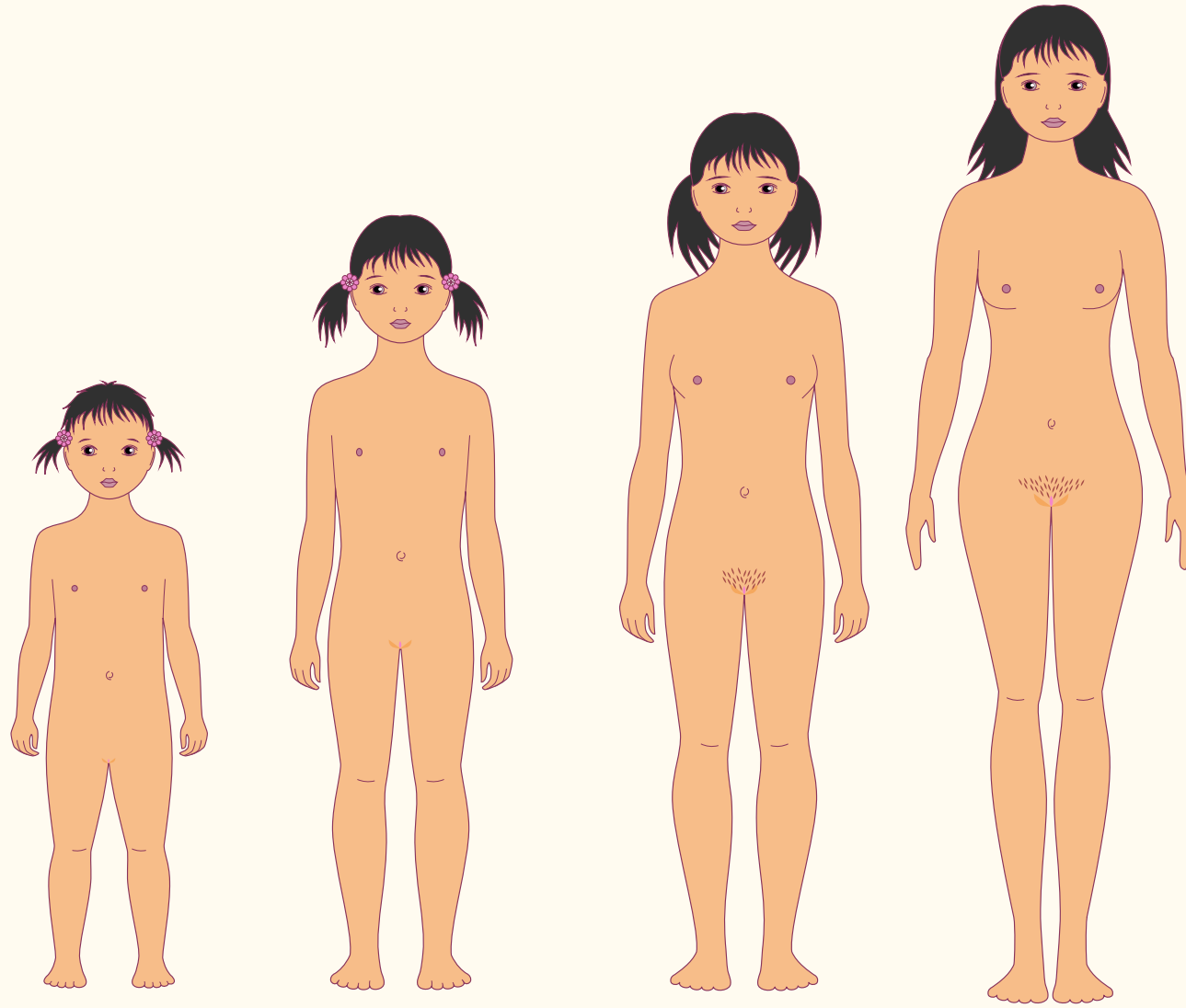
Change can sometimes feel refreshing, other times challenging and often a mix of both. Change is a constant part of life because all living things are continually adapting.

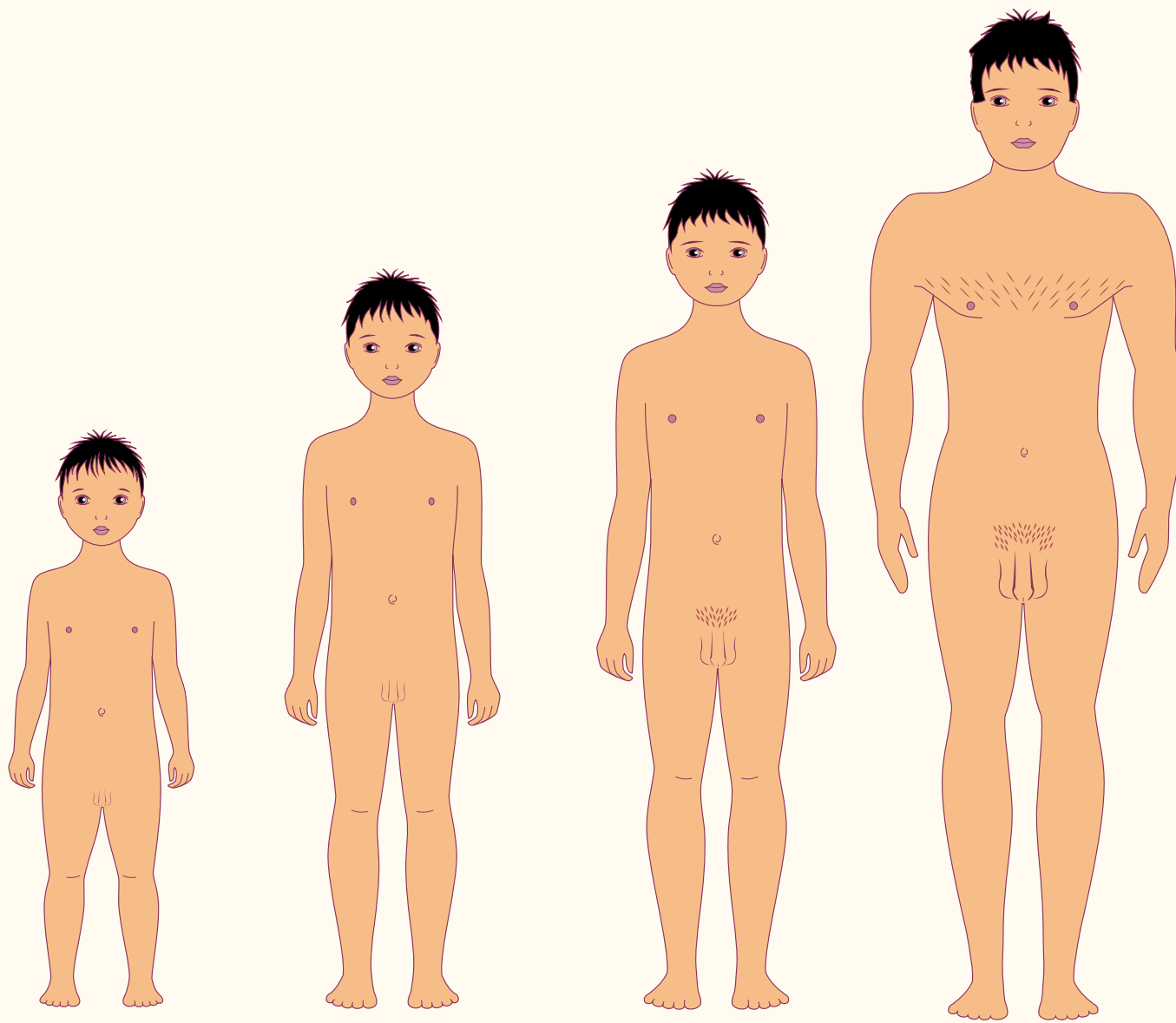
We are going to learn about an important change which happens gradually to everybody. It will start sometime in the next few years and carry on into your teens.

Puberty

Has anyone heard this word and/or knows what it means?



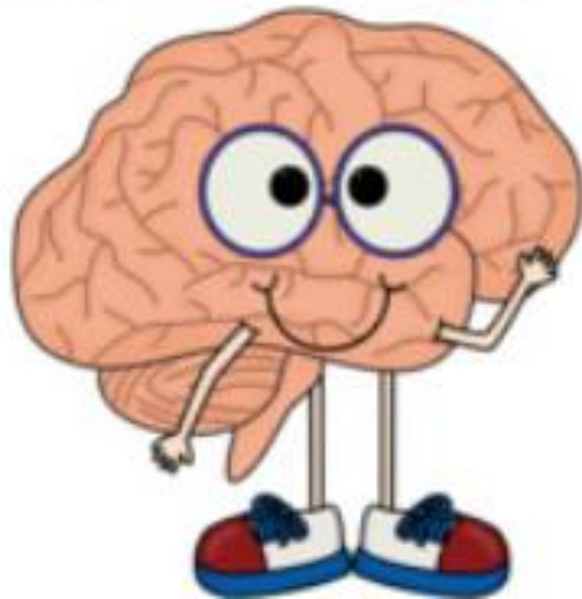




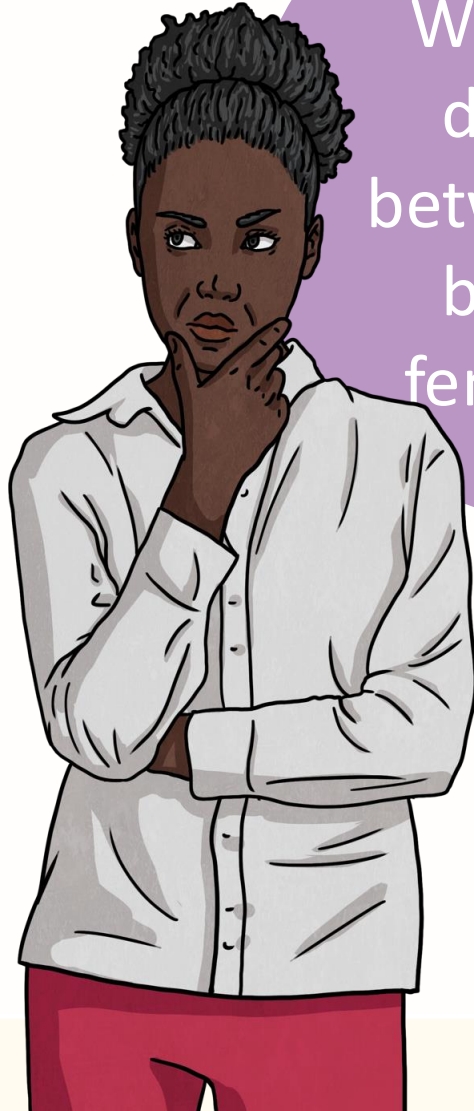
These body changes happen at a different times and at a different pace for each person because our bodies are all unique.

If you are worried about any of the changes, you can talk to a trusted adult about them or put your worries in the class worry box.

It's time for a
BRAIN BREAK!



Recap



What are the differences between a male body and a female body?



What are the male and female parts of the body for?

Male and Female Bodies

Today we will be learning about human reproduction.

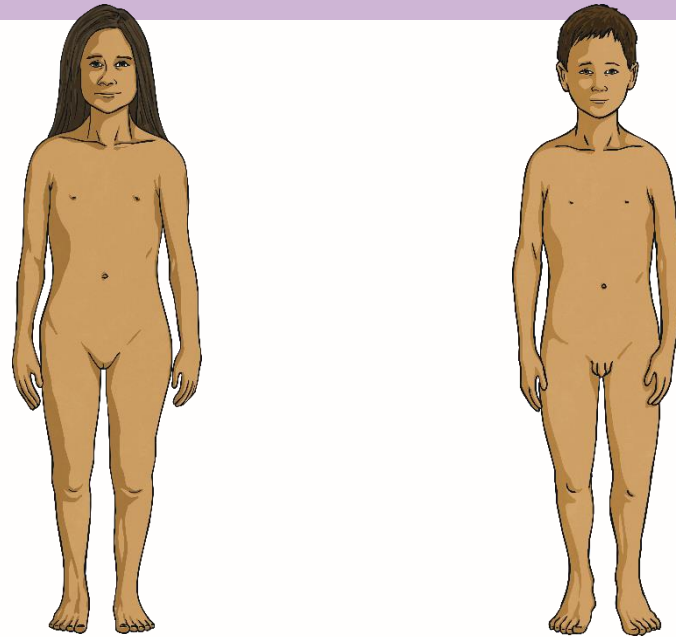
Think, pair, share.

What do you already know, then share your ideas with the class.



Male and Female Bodies

Talk to your partner about the two bodies below.
What is the same and what is different?



Can you and your partner think why female
and male bodies are different?

Reproduction

What does reproduction mean?

Let's explore what you might already know about reproduction.

Plants reproduce to make new plants.



Animals reproduce to make baby animals.

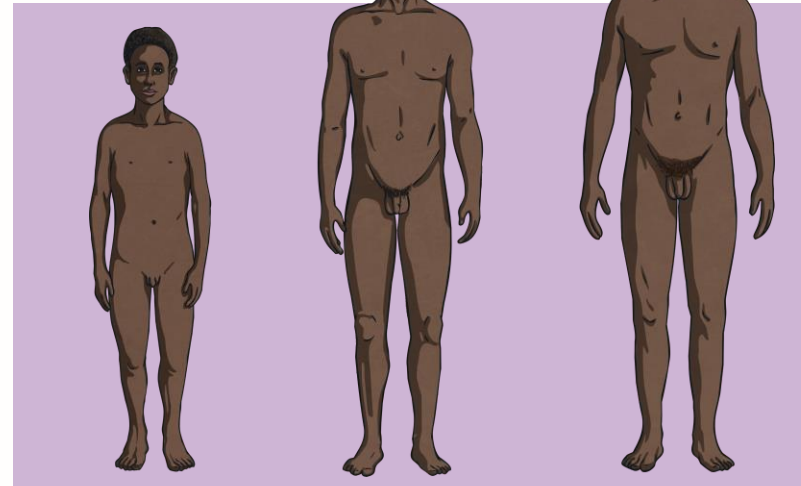
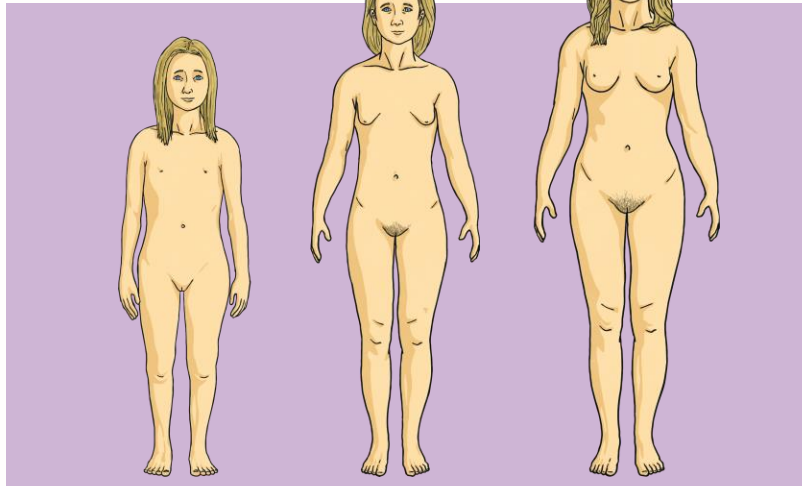


All living things reproduce – it's what sets living things apart from non-living matter.

Reproduction

Boys and Girls Growing and Changing

You discussed the differences between female and male bodies at the start of the lesson. You have probably been aware of these differences since you were very young. As children grow into adults, their bodies change. Adult female and male bodies are still different.

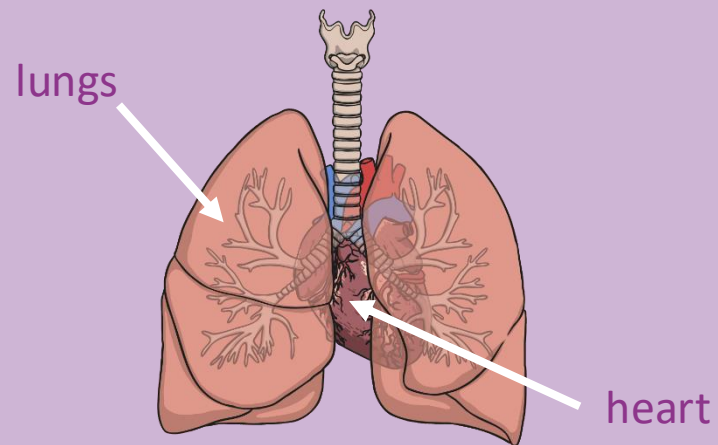


Reproduction

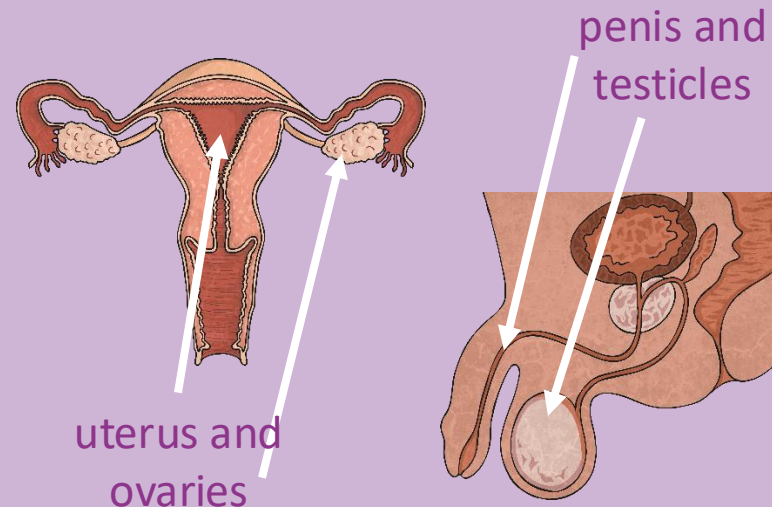
Our Amazing Bodies

There are other similarities and differences between the male and female body that you can't see because they are inside us.

Some things inside are the same in males and females.



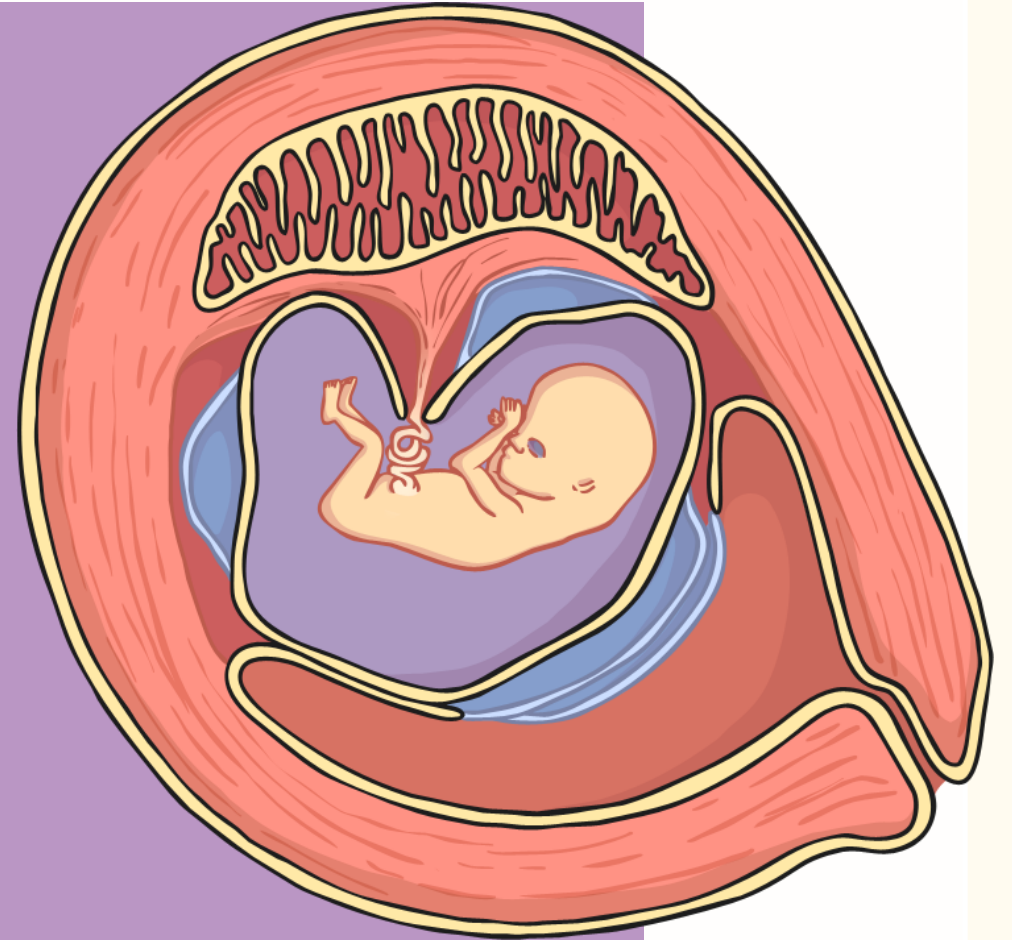
But some things inside are quite different.



Reproduction

When the baby is growing inside the female's body, it is called a foetus. The womb/uterus grows and makes space for a baby to stay until it is big enough to be born.

The passage that leads from the womb to the outside of the body is called the vagina.



True or False?

The main difference between boys and girls is that girls have long
Humans are the only species that can reproduce.

Both males and females have a penis.

Female bodies have something called a uterus (or womb).

Reproduction means making more of the same thing.

Our bodies change as we grow from children into adults.

Consolidating

Reflecting

Put the correct body parts needed for reproduction with the male and female and name what each part does. Use the useful vocabulary to help you.

Useful Vocabulary

female

male

testicles

womb

