

Tuesday 8th September

Morning Challenge

★ TUESDAY ★

08:30
08:50



123



Reading Arithmetic TTRS

08:50
09:20



Close Reading

09:20
10:30



Times Tables



Maths

10:30
10:45



Break Time

10:45
11:40



Literacy

11:40
12:10



Music

12:10
13:00



Lunch Time

13:00
13:15



Handwriting

13:15
14:05



PE
(Downstairs)

14:05
15:05



Computing

2 Times Table Activities

1. Count in 2s and colour in the grid:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

2. Work out these answers:

a) $1 \times 2 =$ _____

g) $2 \times 2 =$ _____

b) $3 \times 2 =$ _____

h) $4 \times 2 =$ _____

c) $5 \times 2 =$ _____

i) $6 \times 2 =$ _____

d) $7 \times 2 =$ _____

j) $8 \times 2 =$ _____

e) $9 \times 2 =$ _____

k) $10 \times 2 =$ _____

f) $11 \times 2 =$ _____

l) $12 \times 2 =$ _____

3. How many ears are there?



_____ $\times$ _____ = _____



_____ $\times$ _____ = _____



_____ $\times$ _____ = _____



_____ $\times$ _____ = _____

Tuesday 8th September 2026

TBAT - discuss author's choice within a text.

Partner Talk

Summarise what we learned yesterday in the first few pages of 'The Mousehole Cat'.







Then one year there came a terrible winter. At the far end of England the blue-green sea turned grey and black.

The Great Storm-Cat is stirring, thought Mowzer as she watched at her window. The wind whined like a wild thing about the high headlands. It came hunting the fishing boats in their hidden harbours. When the Great Storm-Cat is howling, thought Mowzer, it is best to stay snug indoors by a friendly fire.

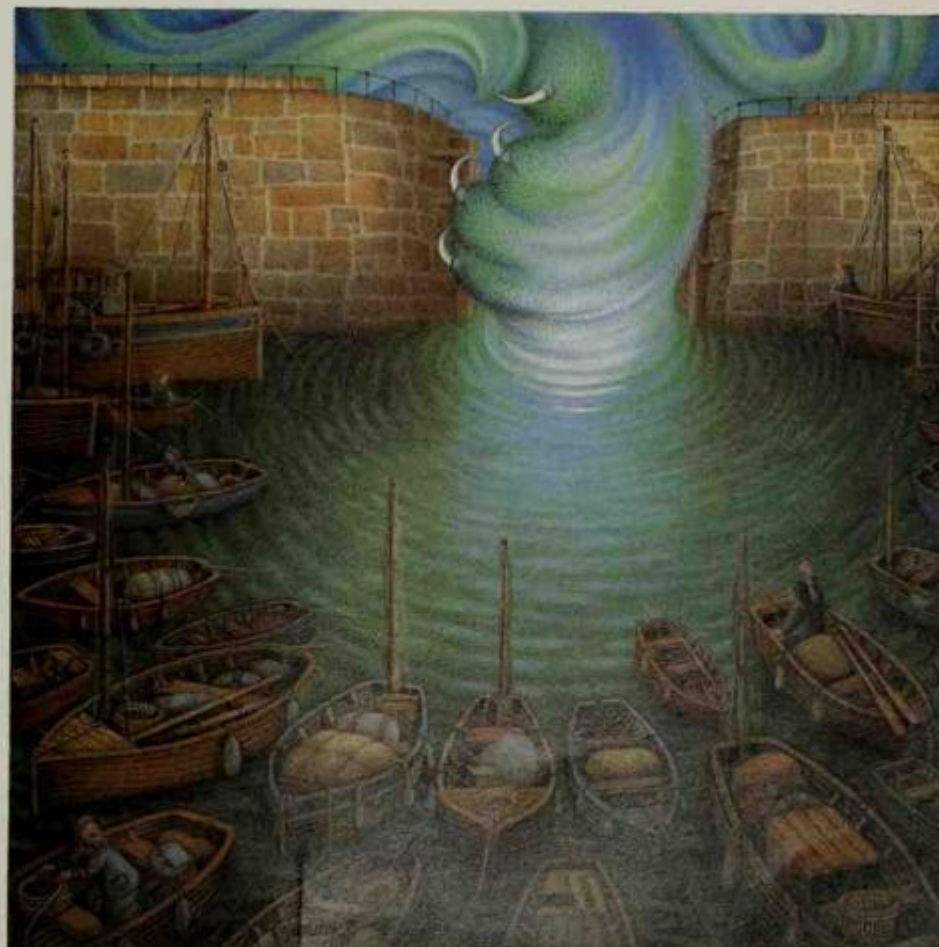
The sea drew itself up into giant waves and flung itself against the great breakwaters. All along the coast of Cornwall, the stone walls stood the shock.

Then the sea sucked up its strength again and roared right over them, sinking the sailing boats in their home havens. But it could not get into the Mousehole.

Mowzer watched as the Great Storm-Cat clawed with his giant cat's paw through the gap in the harbour wall. But it was too small.

He snarled and leaped up at the great breakwater under the lowering sky. But it was too high.

The fishing boats sat safe as mice in their own mousehole. But they could not get out.



What words does the author use to help us imagine the storm?

How do the author's word choices make us feel about the weather?

Why is the fire described as friendly?



And because the fishermen could not fish, there was no more food.

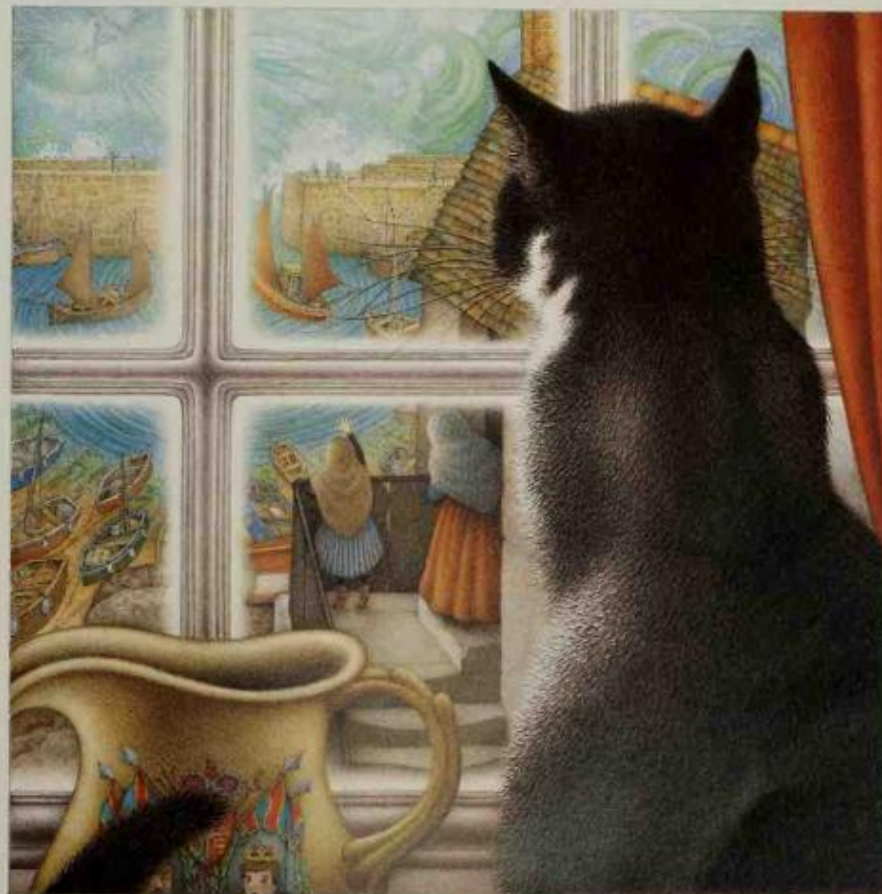
They ate up the few vegetables that were left in their storm-wracked gardens. They ate up the salted pilchards that were left in the cellars.

Mowzer hated vegetables and the pilchards were too salty for her taste.

Soon there was nothing left. The cats and their people grew very hungry.

Mowzer sat by her window, staring out at the storm, and thought longingly of morgy-broth and star-gazy pie.

Every day the fishermen gathered on the quayside and sometimes they would try to take a boat out through the Mousehole. But always the Great Storm-Cat lay in wait for them and they were lucky to escape with their lives.





Then at last one evening, as old Tom sat with Mowzer on his knee, she felt him take a deep sigh.

"Mowzer, my handsome," he said, for he was a courteous and well-spoken man, "Mowzer, my handsome, it will soon be Christmas, and no man can stand by at Christmas and see the children starve.

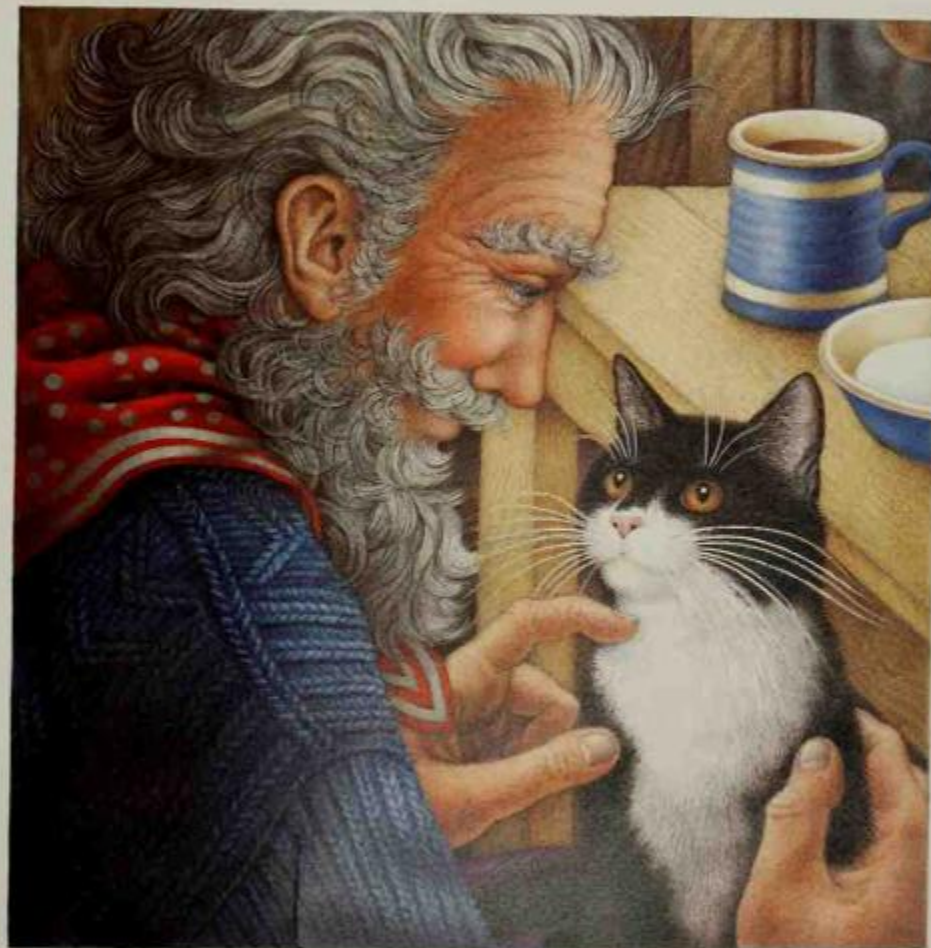
"Someone must go fishing come what may, and I think it must be me. It cannot be the young men, for they have wives and children and mothers to weep for them if they do not return. But my wife and parents are dead long since and my children are grown and gone."

Mowzer purred to tell him that she understood, for it was the same with her.

"I shall go out tomorrow, Mowzer, my handsome," said the old man, "and I shall not come back without a catch."

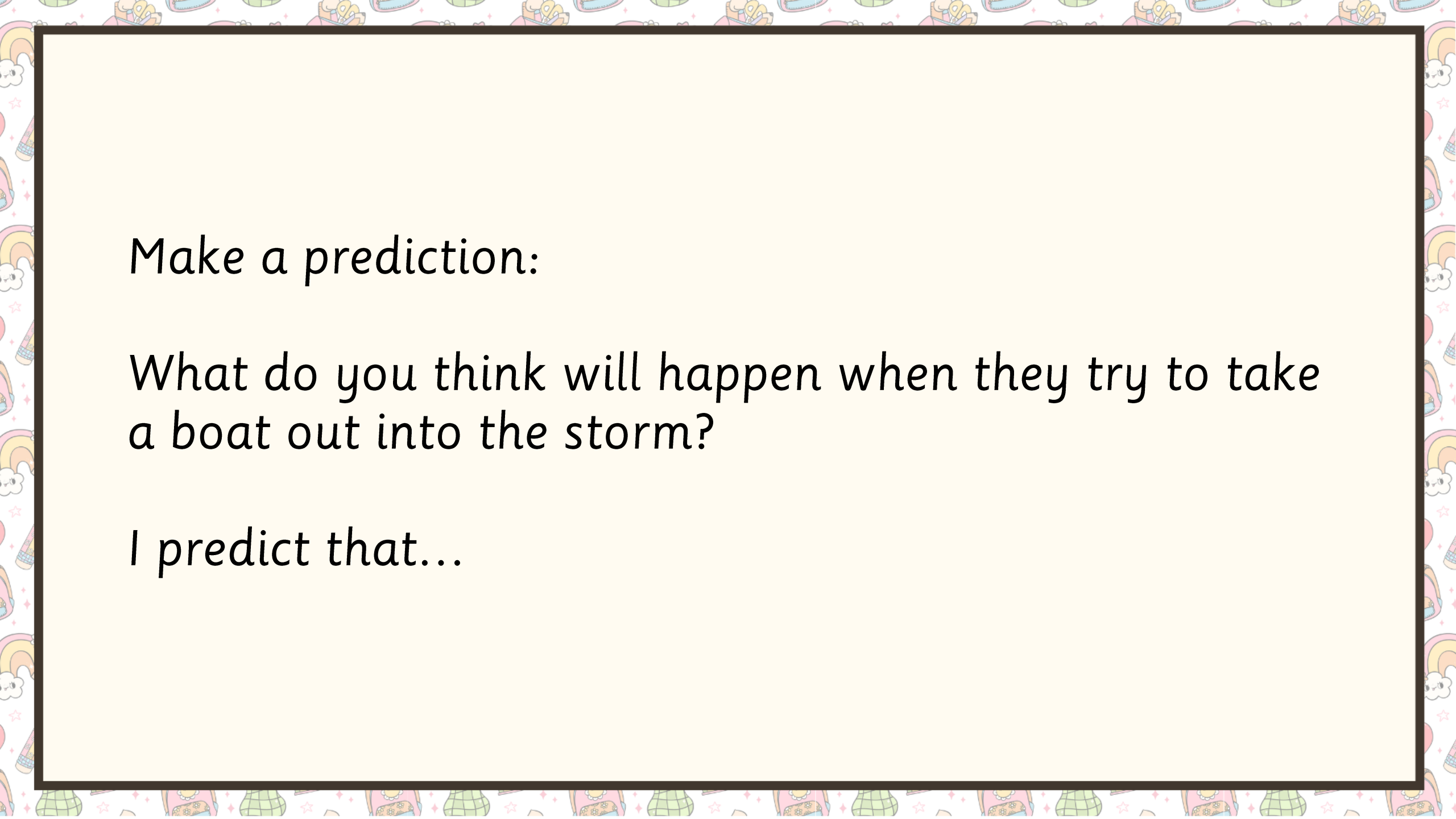
Mowzer purred louder to tell him that she would go with him.

For he was only a man, she thought, and men were like mice in the paws of the Great Storm-Cat.



What does the author mean when they say, 'men are like mice in the hands of the great storm cat'?

Why do you think Mowzer wants to go with him?



Make a prediction:

What do you think will happen when they try to take a boat out into the storm?

I predict that...

08.09.26

TBAT - To add several numbers using number bonds.



In your book write 1 - 10
ready to answer the daily
10 questions.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

08.09.26

TBAT - To add several numbers using number bonds.

3 in 3

1. $5 \times 4 =$

2. $85 + \underline{\quad} = 100$

3. $100 - 60 =$

Challenge - Toby has 6 boxes of dinosaurs. In each box there are 10 dinosaurs. How many dinosaurs does he have altogether?

08.09.26

TBAT - To add several numbers using number bonds.

Talk Partners:

How would you work out this number sentence?

I would solve this by...

First I would ...

$$\boxed{7} + \boxed{8} + \boxed{3} =$$

08.09.26

TBAT - To add several numbers using number bonds.

$$5 + 7 + 5 =$$

$$7 + 5 + 3 =$$

$$6 + 2 + 2 + 5 =$$

08.09.26

TBAT - To add several numbers using number bonds.

Talk Partners:

Can you work out this number sentence?

Find the numbers that make 10 and then
add the remaining number.

(On your whiteboard)

$$8 + 2 + 9 =$$

08.09.26

TBAT - To add several numbers using number bonds.

Knowledge check:

$$1 + 5 + 9 =$$

Independently:

1. $5 + 6 + 4 =$

2. $9 + 1 + 9 =$

3. $4 + 4 + 6 + 5 =$

4. $18 = 7 + _ + 8$

5. Tom had 5 apples, 9 grapes and 5 oranges.
How much fruit did Tom have altogether?

6. Ron went to the beach and discovered lots of items. He found 7 shells, 6 stones, 3 crabs and 5 fish swimming in the sea. How many items did he find altogether?

Challenge:

Agree or Disagree? ★

Look at Ben's picture and answer.



I can see that
8 strawberries and
2 strawberries
make 10.
So, $8 + 2 + 5 + 4$
 $= 18$.

The challenge box contains a visual representation of Ben's picture. It shows four rows of fruit: 8 strawberries in the first row, 2 strawberries in the second row, 5 bananas in the third row, and 4 grapes in the fourth row. Brackets on the right of each row indicate the counts: 8, 2, 5, and 4 respectively.

08.09.2026

TBAT - To add several numbers using number bonds.

Mastery

True or false?

$$13 + 17 + 3 = 14 + 16 + 3$$

Mastery greater depth

Mastery with greater depth:

Jim wants to buy 3 items with £1.

An apple = 17p

A chocolate bar = 13p

A drink = 55p

Can he afford all 3? Prove it

Tuesday 8th September

TBAT: use adverbials of time

3 in 3

Underline the nouns and circle the verbs.

The cat played happily with the string.

The waves were dancing under the shining stars.

It was too stormy for the boats to sail.

Tuesday 8th September

TBAT: use adverbials of time

Partner Talk:

Which of the words in these sentences tell us when something happened?

This morning, I sat beside old Tom by the fire. Tom looked thoughtful. At last, he stood up and said, "Mowzer, we must try to catch some fish."

Soon, I saw the Great Storm-Cat stretching across the sky.

Tuesday 8th September

TBAT: use adverbials of time

A **verb** is a doing word. For example: jump, skip, shout

An **adverb** is a word used to give extra information about how an action is carried out. For example: quickly, loudly, fast

An **adverb of time** tells you when something happened. For example: yesterday, always, early

Tuesday 8th September

TBAT: use adverbials of time

Examples of adverbs of time:

yesterday	today	then	soon
now	later	next	after
before	eventually	immediately	already

Tuesday 8th September

TBAT: use adverbials of time

Adverbs are dependant on the verb. Therefore, we must make sure they agree with the tense and still make sense.

I climbed up the ladder to the loft yesterday. 

We know this sentence is written in the past tense because of the verb 'climbed'.

I climbed up the ladder to the loft soon. 

I climbed up the ladder to the loft now. 

I climbed up the ladder to the loft tomorrow. 

Tuesday 8th September

TBAT: use adverbials of time

Partner work
on white
boards

Has the episode finished _____?

Nicola will get her law degree _____.

He booked his train ticket and left the day _____.

Word bank

after

already

eventually

Tuesday 8th September

TBAT: use adverbials of time

Knowledge check:

Which of these sentences uses the incorrect adverb?

a

We ate breakfast earlier.

b

Tomorrow, we went to the park to feed the ducks.

c

Logan was scheduled to see the doctor next.

Tuesday 8th September
TBAT: use adverbials of time

Independent:

Complete the sentence with the most appropriate adverb

If we want to watch the movie on time, we must leave
_____.

_____, we are going to Andy's football
match.

I've seen this magnificent sculpture _____.

today

before

now

Tuesday 8th September

TBAT: use adverbials of time

Write 3 sentences using one of these adverbials of time. Use 3 different time adverbials.

Examples of adverbs of time:			
yesterday	today	then	soon
now	later	next	after
before	eventually	immediately	already

Challenge: Which of these is not an adverbial of time?
How do you know?

Occasionally,...
Frequently,...
Unexpectedly,...

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

2 in 2

What is the beat or pulse of a piece of music?

What is the word for the speed of a song?

Partner talk:

What music do you choose to listen to?

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

warm up

a sequence of exercises used to prepare the mind, body and voice for singing / playing instruments

pulse

the regular, steady heartbeat of the music



beat

the playing or showing of the steady pulse, like the ticking of a clock



Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

Before every music lesson, it's important to **warm up** our bodies, voices and minds so we are ready to move and sing.

Warming up our whole body helps us to stand correctly and at ease when singing.

We need to gently **warm** and then stretch our vocal cords to prevent our voices being injured.

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

Let's **warm up** our voices with some vocal exercises.

Vocal exercises gently warm and stretch our vocal cords, which helps prevent injury.



Alex



Join in with these vocal **warm-ups**.

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

Tongue-twisters help **warm up** our mouths and improve our articulation.

Moses supposes his toeses are roses,
But Moses supposes erroneously;
For nobody's toeses are posies of roses,
As Moses supposes his toeses to be.



Andeep



Try this tongue-twister!

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

It is important to have a sense of **pulse** when we chant, sing or play music.

A sense of **pulse** can help us keep in time as we chant or sing together.

Aisha



We can feel the steady heartbeat when we move or perform actions in time to the music.

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

A new song and game, Up the Ladder, Down the Ladder.



Learn how to
play the game.

Up the ladder, down the ladder,
One by one, the ladder,
Up the ladder, down the ladder
One by one. x2



Perform the game again and tap a steady **pulse**
as you sing in time.

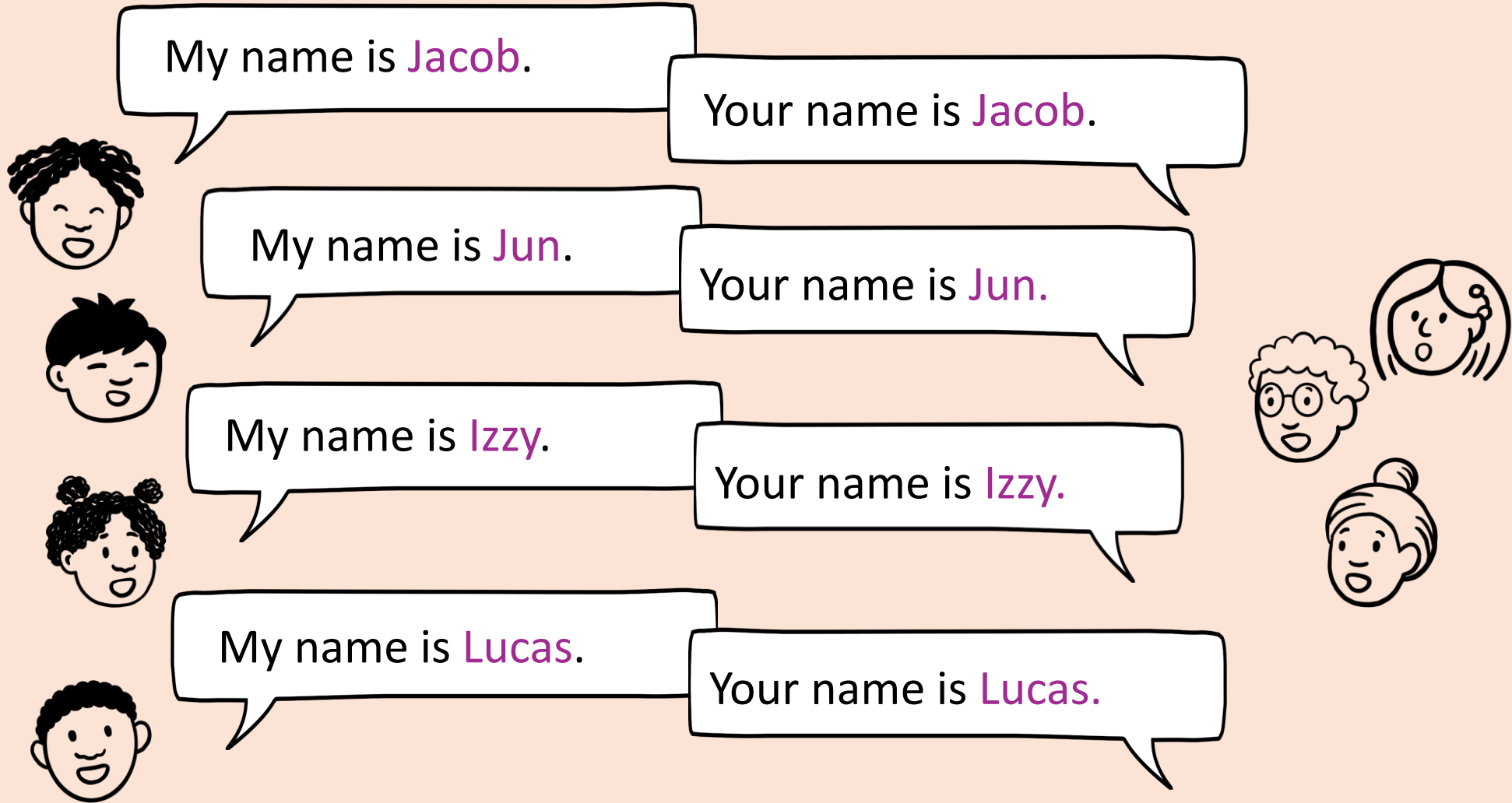


Laura

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

A new song and game, Up the Ladder, Down the Ladder.



Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse



Listen to **Radetzky March** by composer Johann Strauss I.

As you listen, find the **pulse** and tap along using body percussion, creating the **beat**.



Once you have found the **pulse**, try marching along to the music.

The music has a really clear heartbeat that you can feel as you march along.



Sam

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

 A new rhyme, Alligator.

Alligator high, alligator low,
Alligator fast and then he's slow.
Alligator up, alligator down,
Alligator on the farm and also in the town.



Jacob



Find the **pulse** as you say the rhyme and tap it gently on your hand.

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

Play the **beat** using claves as you chant, keeping a steady **pulse** throughout.

Alligator high, alligator low,
Alligator fast and then he's slow.
Alligator up, alligator down,
Alligator on the farm and also in the town.



claves



Aisha

Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse



Listen to this echo campfire song, Kumala Vista.

Kumala, kumala, kumala vista,
Oh no, no no, na vista,
Eenie meenie decimeenie, ooh ah la, eenie meenie,
Scatn' dootn' datn' dootn', rah rah rah.



Find the **pulse** and play a steady **beat**.

Sofia



Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

This song is popular among Spanish-speaking scouting communities.



Many variations of this song exist.

Perhaps you know a similar song?

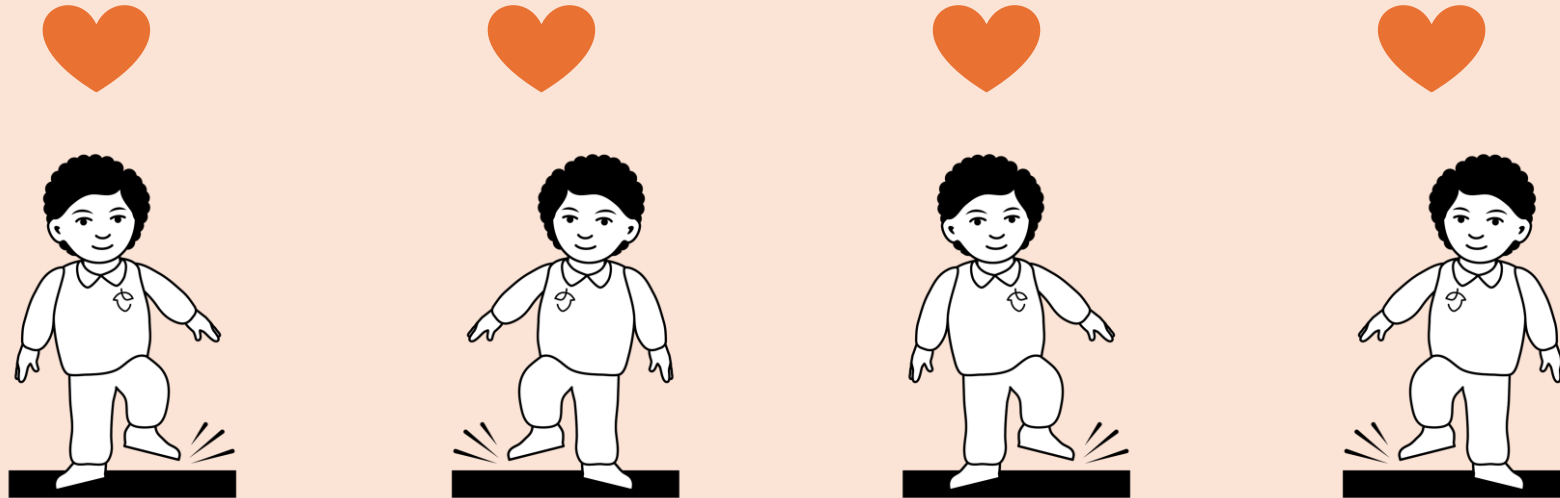
Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

We can add actions on the **beat** to each phrase. This helps us sing together in time.

Here's an example:

Kumala, kumala, kumala vista...



Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

Oh no, no no, na vista...



Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

Eenie meenie decimeenie, ooh ah la, eenie meenie...



Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

Scatn' dootn' datn' dootn', rah rah rah.



Tuesday 8th September 2026

TBAT: chant and sing with a secure sense of pulse

 Join in singing Kumala Vista.

Kumala, kumala, kumala vista,
Oh no, no no, na vista,
Eenie meenie decimeenie, ooh ah la, eenie meenie,
Scatn' dootn' datn' dootn', rah rah rah.



Choose actions for each phrase as a class,
and add these on the **beat**.



Sofia



- lunch

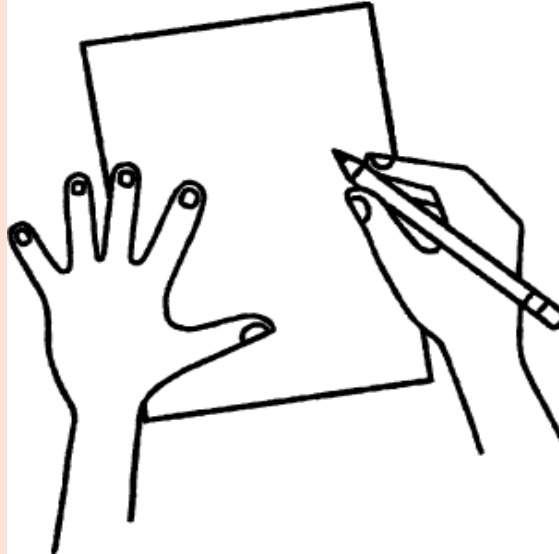
Outcome

TBAT- correctly form the first join with a lead in and a lead out.

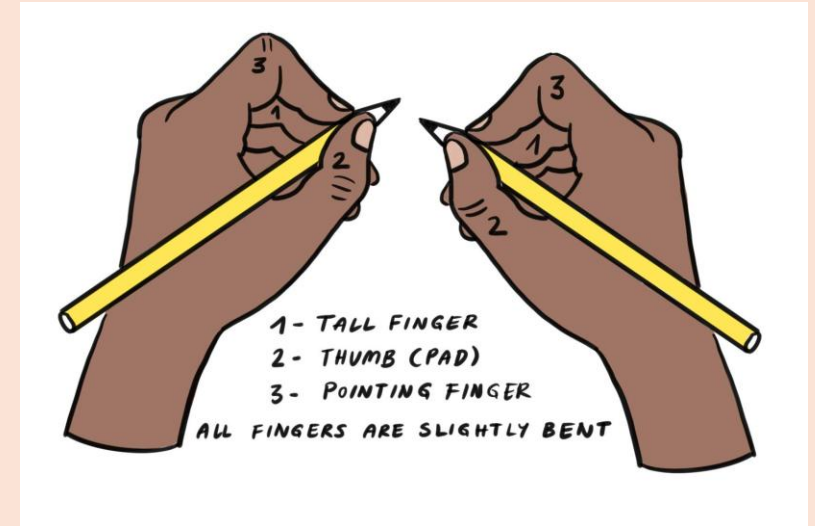
Before we start, what are these pictures reminding you to do?



- sit on a chair at a table
- feet flat on the floor
- back against the chair



- angle your paper correctly
- non-writing hand supports

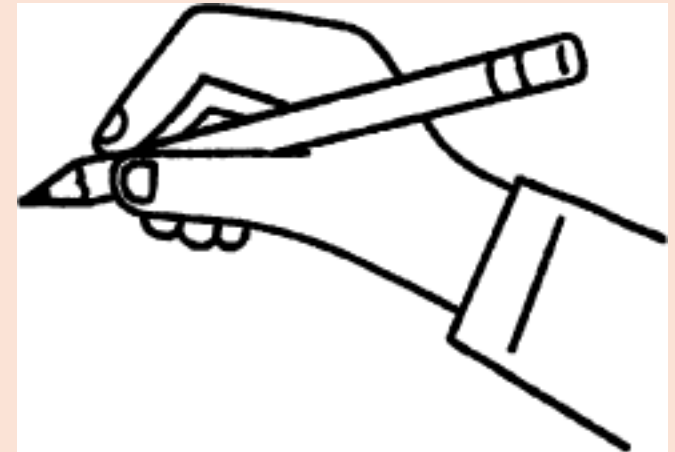


- hold your pencil in the tripod grip

Before starting to write, it is important to warm up your hand and wrist muscles.

Your hands and wrists get stronger when you exercise them.

Warming up your hands before writing will help to improve your handwriting.

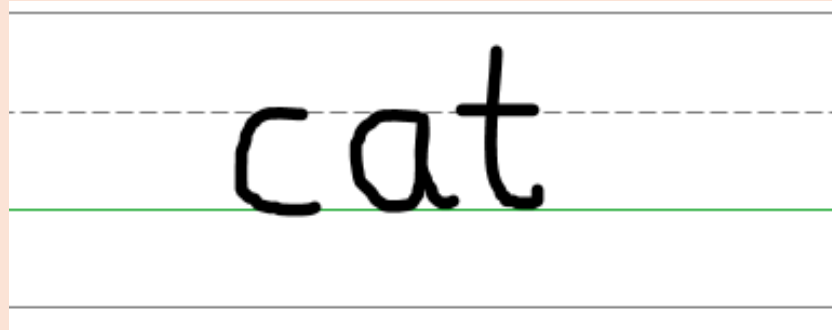




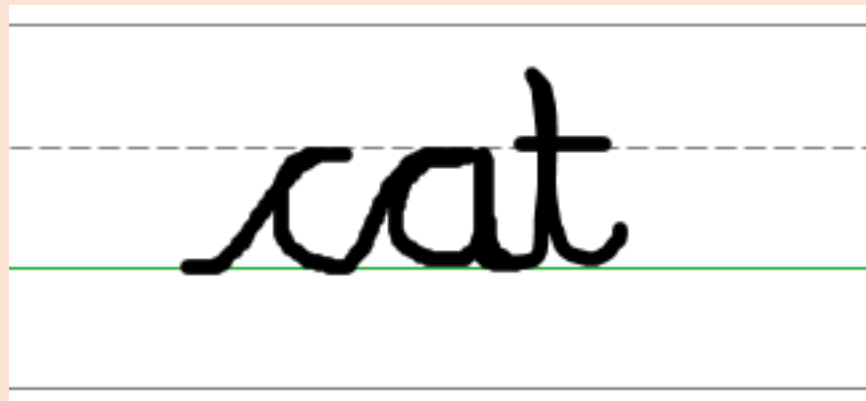
I do the **finger touch** warm-up and the **wiper wrists** warm-up.

You do the **finger touch** warm-up and the **wiper wrists** warm-up.

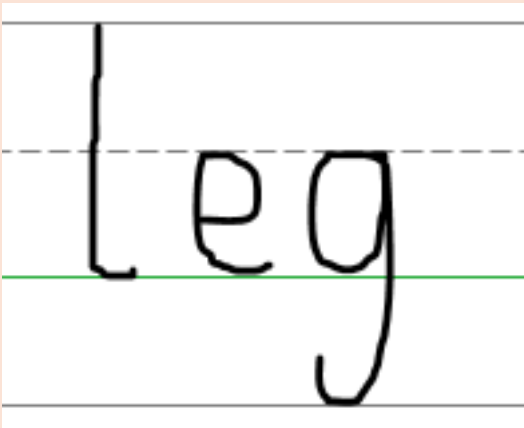
Print and cursive are the most common forms of handwriting.
Print is when each letter is formed separately.



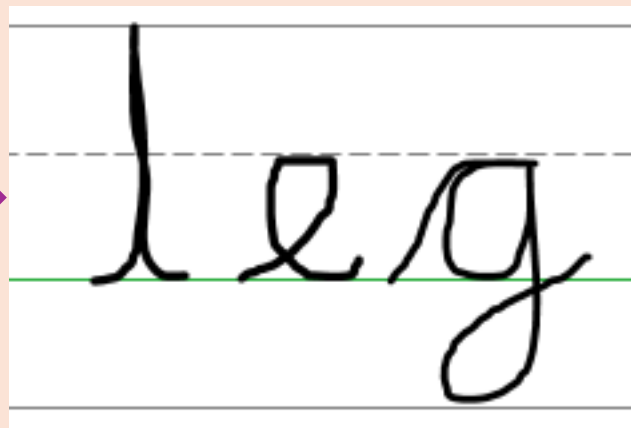
Cursive is also known as '**joined** up' handwriting. This involves joining the letters in a flowing manner.



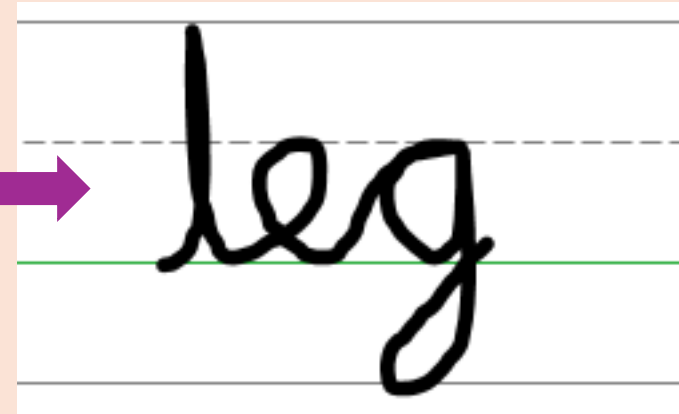
This is an example journey from print to cursive.



- print formation
- no **lead in** or **out**

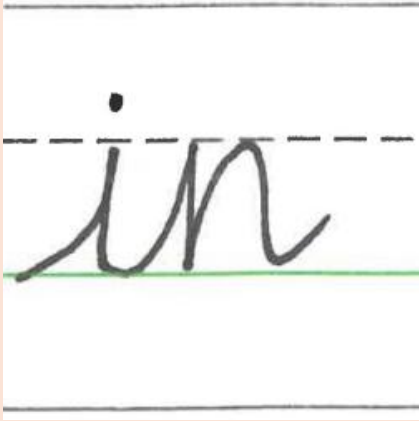


- pre-cursive formation
- **lead in** and **lead out**

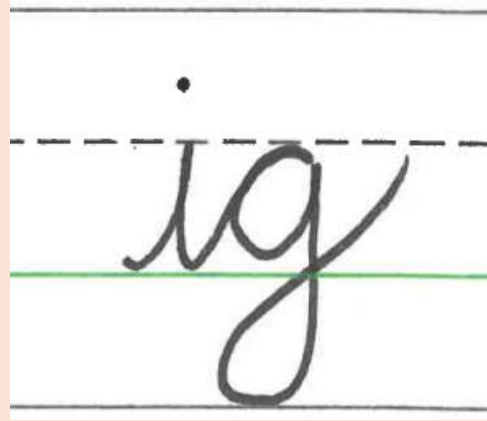


- cursive formation
- letters **joined**

The first join: in and ig



The word 'in' is written in cursive on a set of three horizontal lines (top, middle dashed, and bottom green). The 'i' has a dot above it and a small loop at the bottom. The 'n' is formed by a single continuous stroke that starts from the middle of the 'i' and loops back to the middle line.



The word 'ig' is written in cursive on a set of three horizontal lines. The 'i' has a dot above it and a small loop at the bottom. The 'g' is formed by a single continuous stroke that starts from the middle of the 'i' and loops back to the middle line.



The word 'ed' is written in cursive on a set of three horizontal lines. The 'e' is formed by a single continuous stroke that starts from the middle line and loops back to the middle line. The 'd' is formed by a single continuous stroke that starts from the middle of the 'e' and loops back to the middle line.



The word 'eg' is written in cursive on a set of three horizontal lines. The 'e' is formed by a single continuous stroke that starts from the middle line and loops back to the middle line. The 'g' is formed by a single continuous stroke that starts from the middle of the 'e' and loops back to the middle line.

Cursive handwriting involves **joining** letters together without lifting your pencil.

How the letters are connected together depends on which letter is **joining** to which letter.

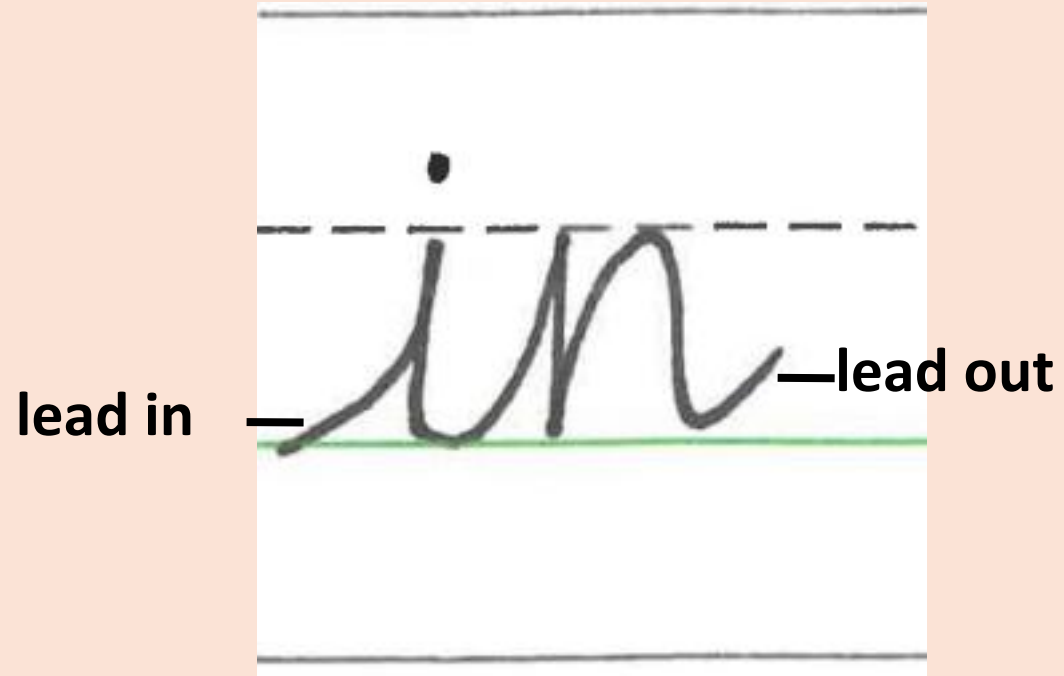
Cursive letter joins refers to how letters connect together.

Learning the **letter joins** will improve your cursive handwriting skills, allowing for a smooth flow of handwriting.

The first join: in and ig

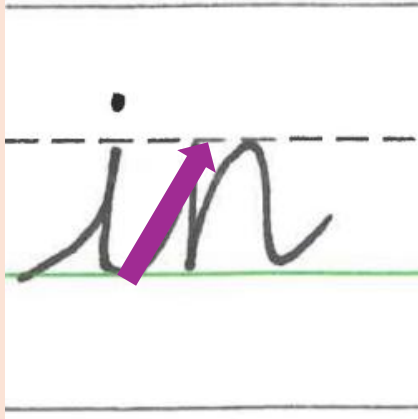
Let's look closely at examples of our first join.

What can you see?



The first join: in and ig

What do you notice about how these letters are joined?



The first join is from the **baseline** to the **x-height line**.

a



All the letters have a **lead in** and a **lead out**.

The first letter has a **lead in** from the **baseline**.

The **join** starts at the **baseline** and goes up to the **x-height line**.

You don't lift your pencil when forming the join.

The last letter has a **lead out**.

The first join: in and ig

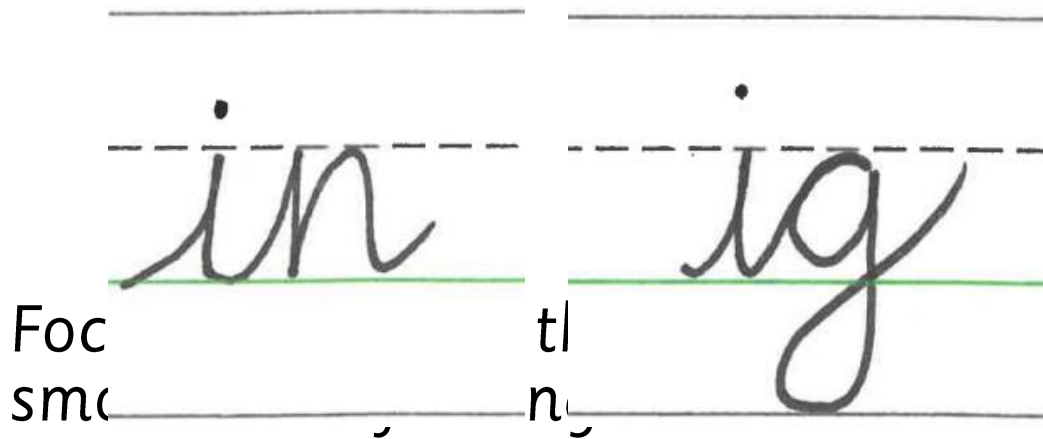


Explanation



Check

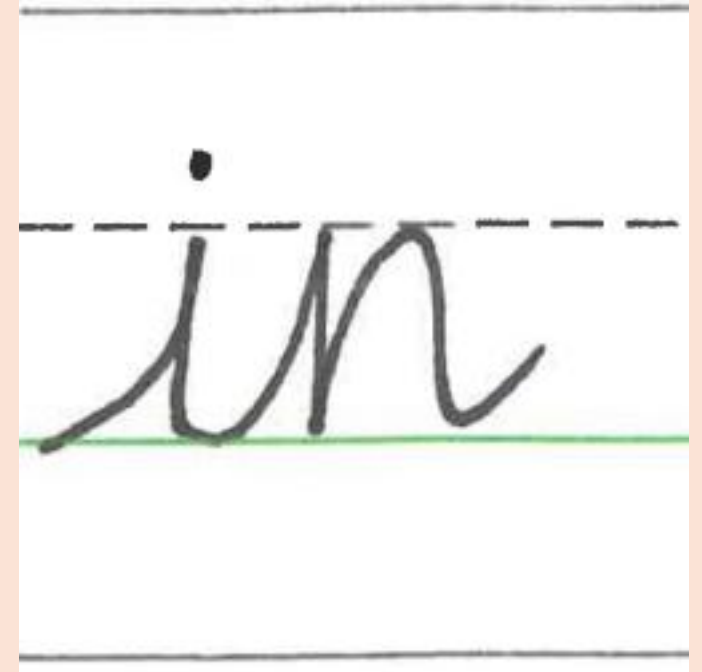
I will form the join in in the air with my finger.



You will form the joins in and ig in the air with your finger.

Let's practise the first join: in

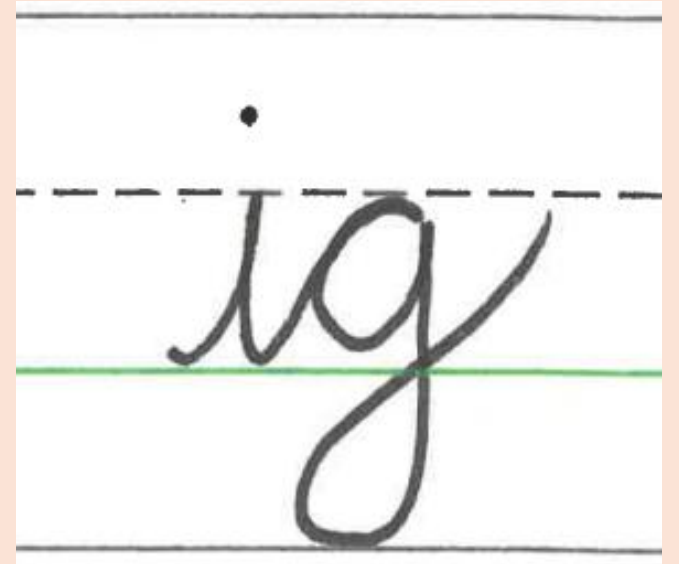
1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go'.
3. Put your pencil on the **baseline** to start your **lead in** and form the letter i.
4. To join, keep your pencil on the **lead out** and move up to the **x-height line** and form the letter n with a **lead out**.
5. Take your pencil off and add the dot at the top.



Keep your pencil flowing smoothly as you connect the letters.

Let's practise the first join: ig

1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go'.
3. Put your pencil on the **baseline** to start your **lead in** and form the letter i.
4. To join, keep your pencil on the **lead out** and go up to the **x-height line** and go round in an anti-clockwise direction to form the letter g.
5. Finish with a **lead out** loop from the descender line to above the **baseline**.



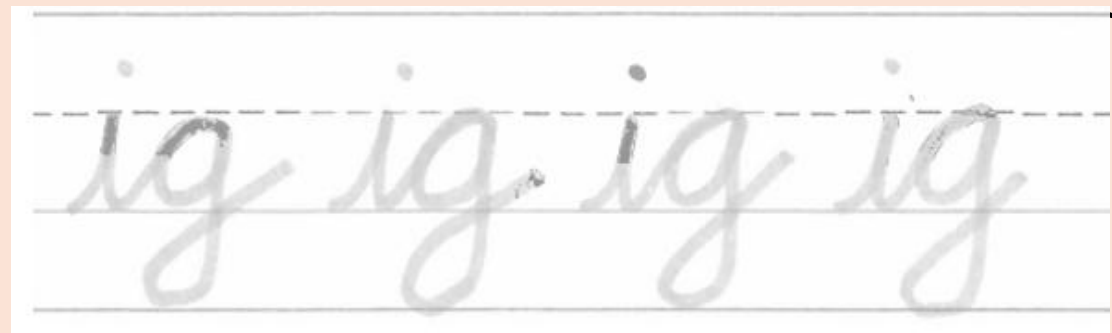
Keep your pencil flowing smoothly as you connect the letters.

1. Practise the first join: in

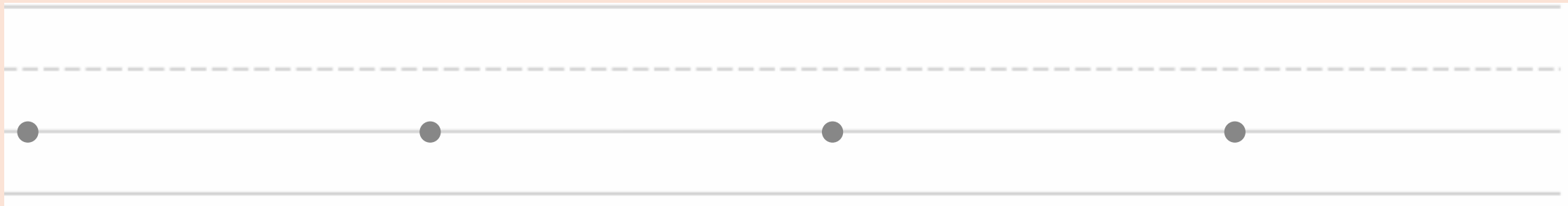
increase straight

a. Go over the grey examples.

interest weight



b. Try using the starting dot.



c. Complete two lines independently on your tramlines.

Tuesday 8th September

TBAT: develop the attacking skill of dribbling.

- Changing for PE
- Rules and expectations moving to PE
- Move to the downstairs hall or outside

[Get Set 4 PE - Lesson Plan -1 for Year 3/4 Football \(getset4education.co.uk\)](http://getset4education.co.uk)



Tuesday 8th September

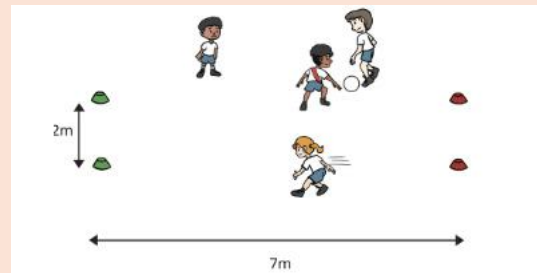
TBAT: develop the attacking skill of dribbling.

- Keep the ball close when dribbling.
- Look for free space.
- Use different parts of your foot to move and stop the ball.

Why is seeing space so important in invasion games?

Why do you move forward in invasion games?

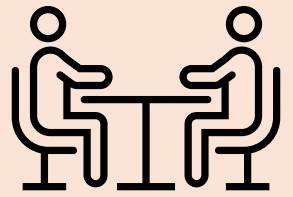
Move to your end zone without getting tagged.



3 v 1



Tuesday 8th September 2026

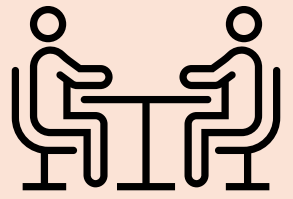


TBAT – understand Cyberbullying and how to address it.

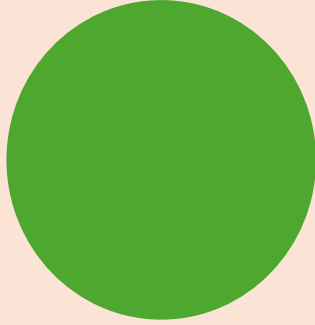
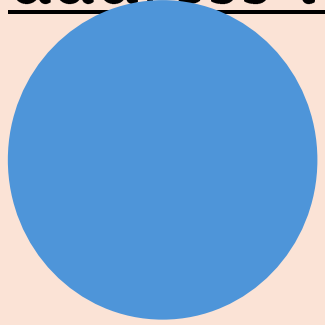
3 in 3 :

- 1) Why don't we talk to strangers on the internet?
- 2) Why don't we share passwords?
- 3) How can you be safe online?

Tuesday 8th September 2026



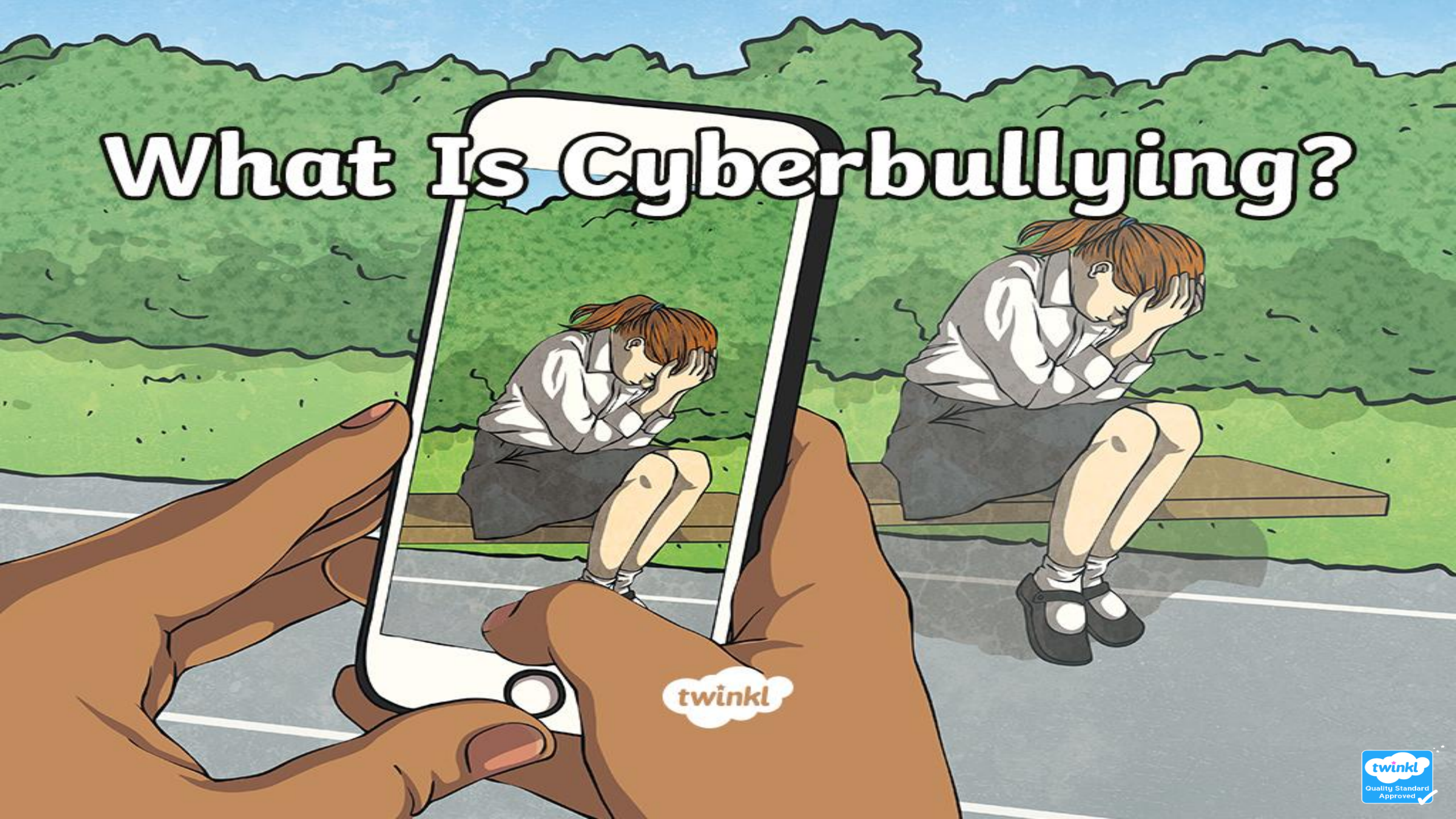
TBAT – understand Cyberbullying and how to address it.



Partner talk:

Can people hurt people's feelings without being face to face? How?

What Is Cyberbullying?



Aim

- To know what cyberbullying is and how to address it.

Success Criteria

- I can recognise cyberbullying.
- I can identify a safe person to tell if I encounter cyberbullying.
- I know that cyberbullying can happen via a range of devices.



Important Words



What does this word mean?



bullying



We might use the word 'bullying' to describe when somebody is **intentionally** mean or unkind, more than once, to another person.



What type of actions might we think of when we talk about bullying?

Important Words



What does this word mean?

cyberbullying



We might use this word to describe when someone uses **digital technology** to be intentionally mean or unkind to someone more than once.



Spot It

Read the following situations and decide if they are examples of cyberbullying.

Cyberbullying

- Something is being done **intentionally**.
- The person being unkind **knows** that they are upsetting the other person, but does it anyway.
- It usually happens more than once or lasts a long time (not always).
- It uses any type of online/digital communication (e.g. email, text, social media, apps, message boards, etc.).



Not Cyberbullying

- Something hurtful was done by accident.
- The person that was unkind might not know that they have upset someone.
- Someone has said something unkind as a one-off comment but it is not repeated.
- Online communication hasn't been used to be unkind.



Stand by the correct sign in the room to show your answer.

Spot It



You receive an unkind message from a stranger playing an online game with you:

Is this cyberbullying? Move to your answer...



Spot It



No... Although this person isn't being nice, they haven't purposely targeted you, or repeated the behaviour.

How could you deal with this situation?

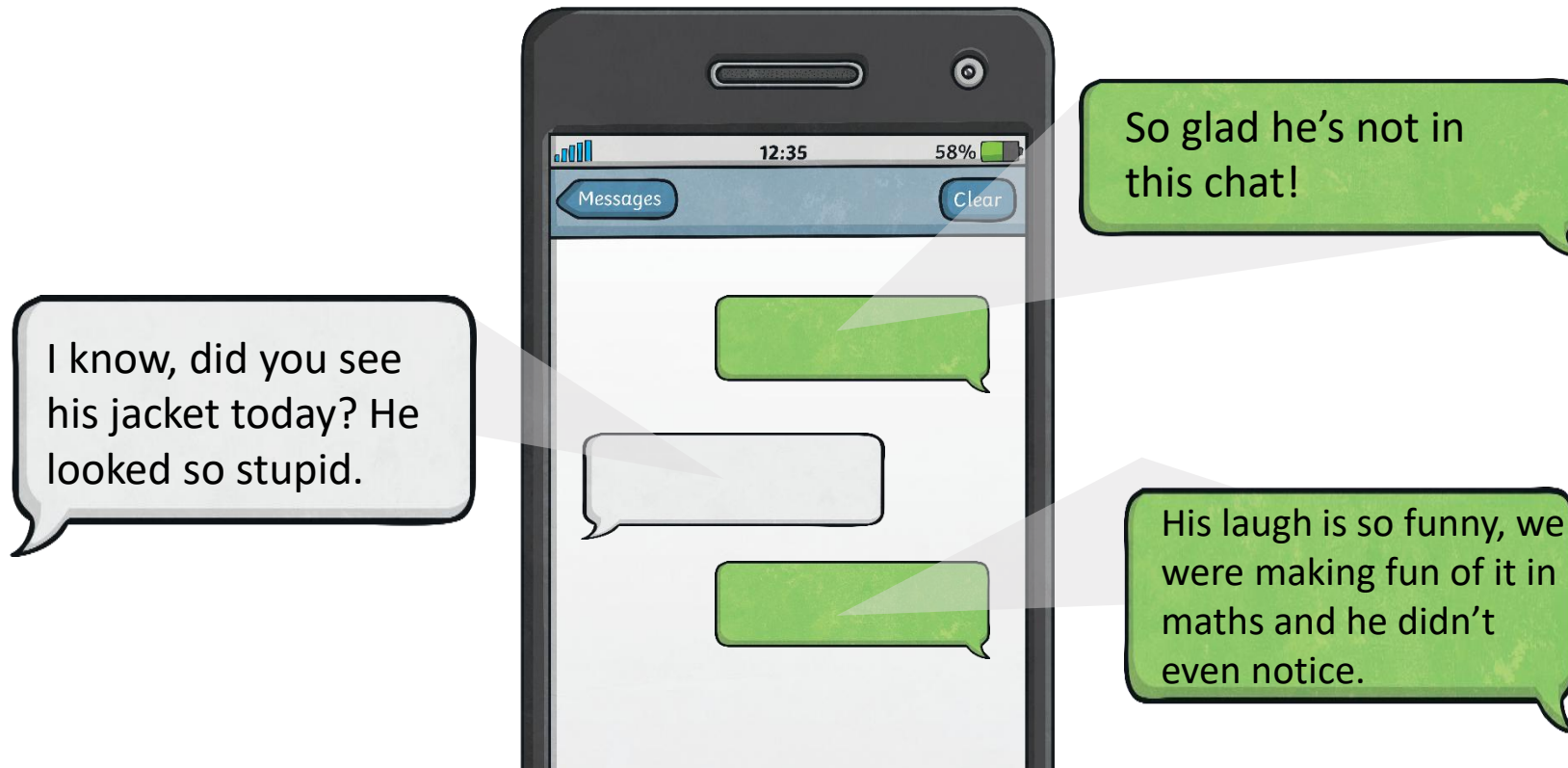


Spot It



You find out that lots of your friends are in a group chat and have all been saying unkind things about you in it.

Is this cyberbullying? Move to your answer...

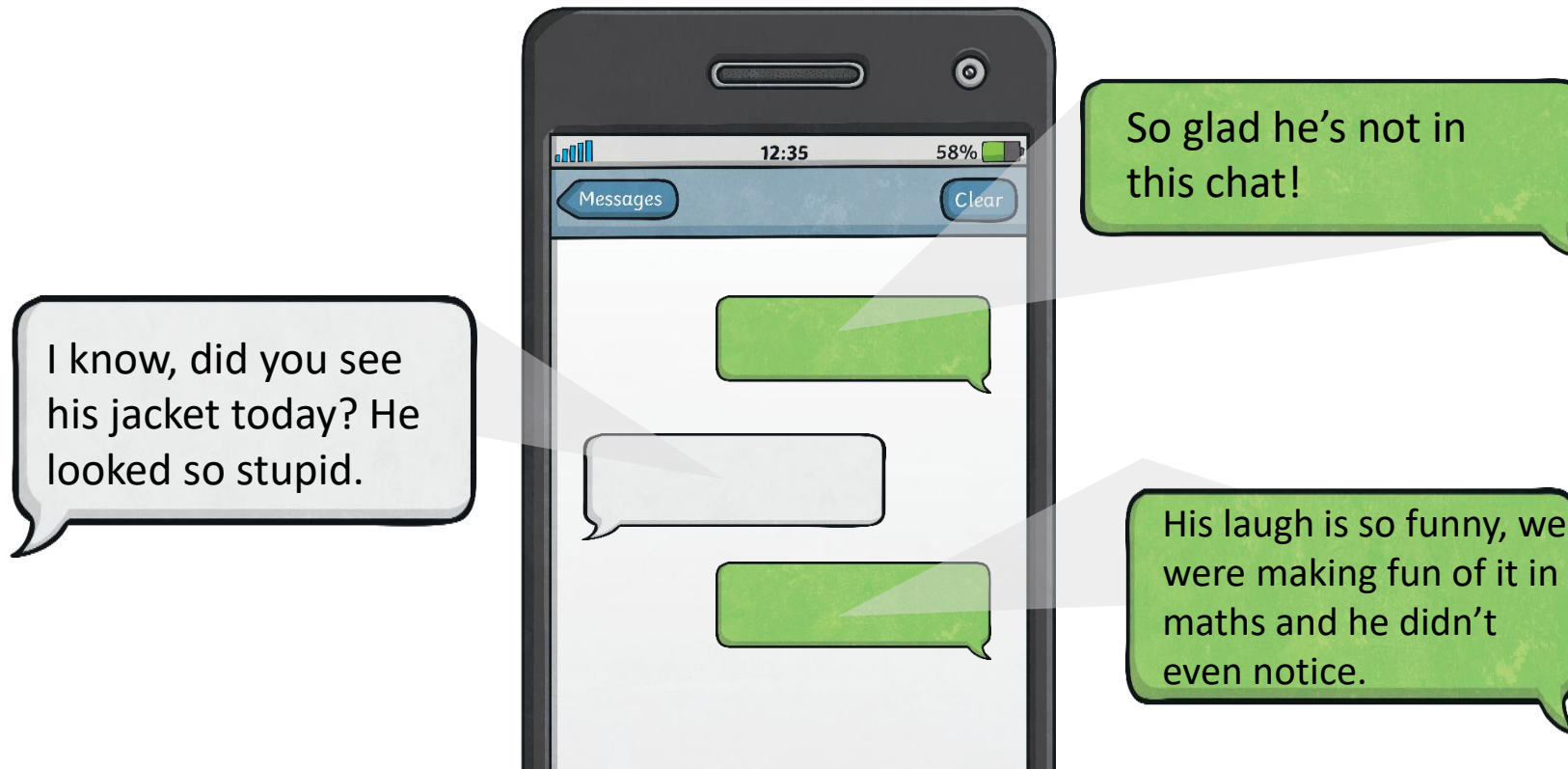


Spot It



Yes... These people are purposely being mean about somebody else and they are using technology to do it.

How could you deal with this situation?



Spot It



At school, some children are making fun of you because of your profile picture on a kids' game site.
Is this cyberbullying? Move to your answer...



Spot It



No... Although they aren't being nice, they haven't been mean to you only. It is important to remember that this could become cyberbullying in the future.

How could you deal with this situation to stop it getting worse?

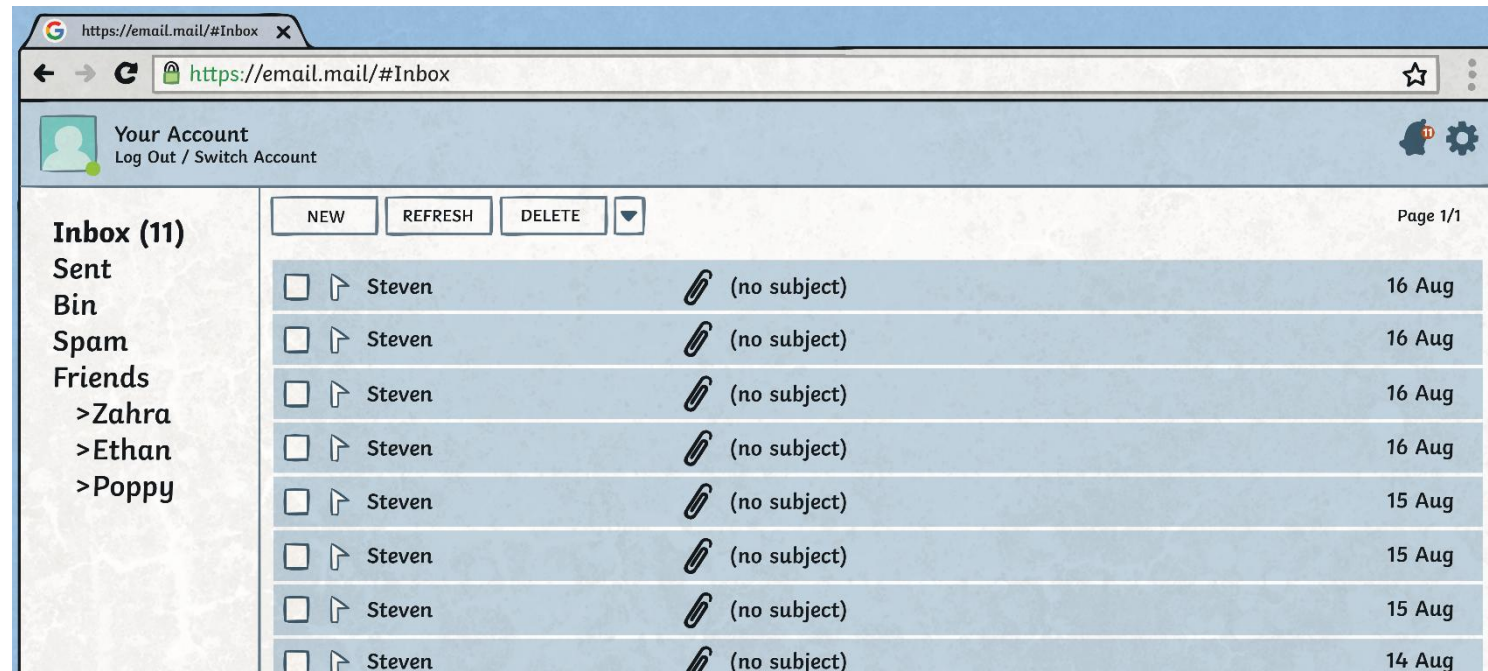


Spot It

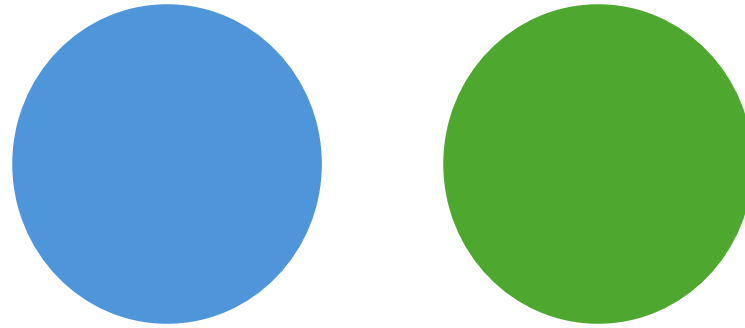


Someone keeps emailing you a picture that makes you uncomfortable. They know it upsets you. They haven't said anything unkind, but they keep sending you the picture.

Is this cyberbullying? Move to your answer.



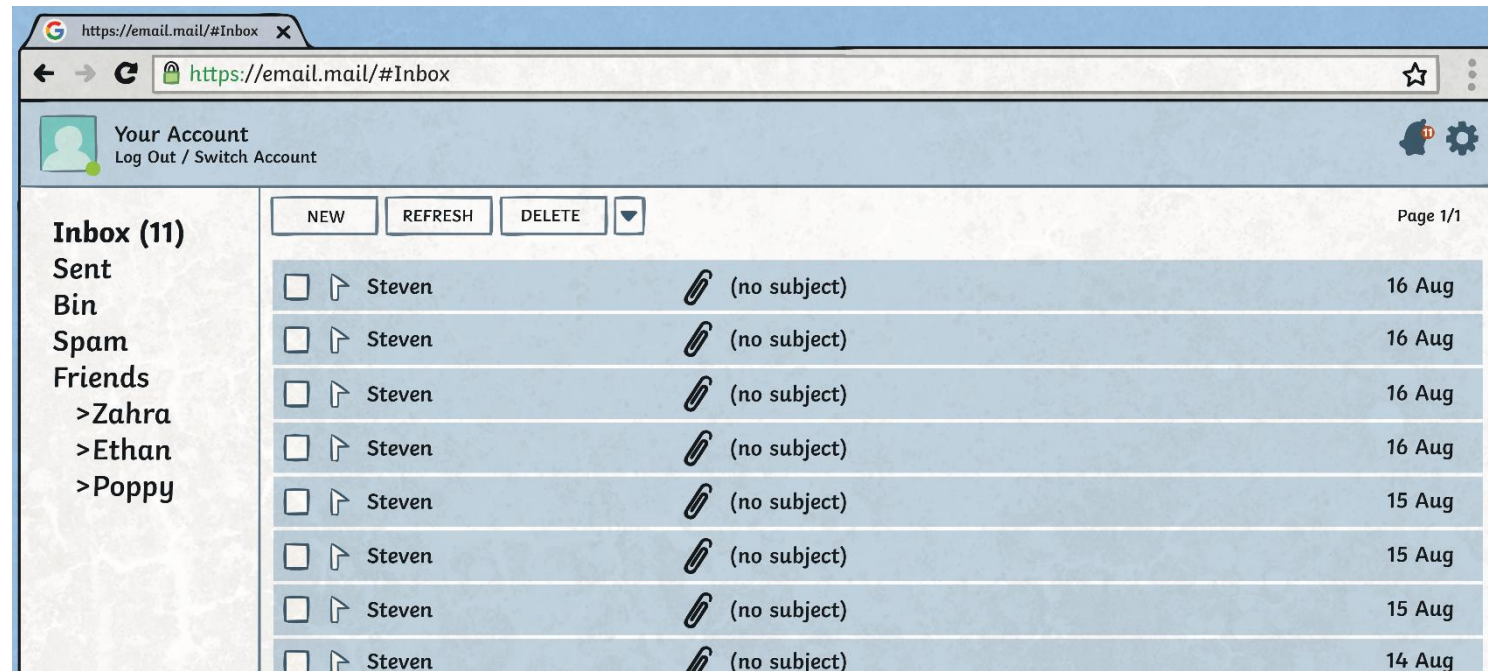
Knowledge check:



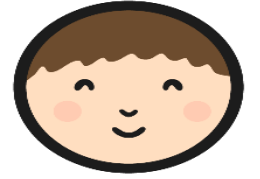
What should you do if you see someone being unkind to another person online?

- A. Join in with the unkind comments.
- B. Ignore it and don't tell anyone.
- C. Tell a trusted adult and support the person being targeted.
- D. Send an even meaner message back.

How could you deal with this situation?



What Is Cyberbullying?



Do you now know what cyberbullying is?

Look at the scenarios on the first section of the **What Is Cyberbullying? Activity Sheet**. Identify the cyberbullying and explain how you know which situations could be cyberbullying.

What Is Cyberbullying?	What Is Cyberbullying?	What Is Cyberbullying?
Section 1 Look at the examples and Hints Sheet to help if you need to. Libby keeps receiving texts from a number she doesn't know. The texts are rude words, nothing mean but they haven't stopped. Is this cyberbullying? Explain your answer.	Section 1 Look at the examples and Hints Sheet to help if you need to. Josh keeps receiving texts from an unknown number. They always say really mean things about his brother. He has texted them back asking them to stop but they haven't. Is this cyberbullying? Explain your answer.	Section 1 Look at the examples and decide which show cyberbullying and which do not. Use the Handy Hints Sheet to help if you need to. Josh keeps receiving texts from an unknown number. They always say really mean things about his brother. He has texted them back asking them to stop but they haven't. Is this cyberbullying? Explain your answer.

Trust Me, I'm a...

There is one thing you should always do if you think someone is bullying you online (or if you think someone else is being bullied online).

? ? ? What do you think that one thing might be?

Tell an adult you trust!

? ? ? Who might be someone you could tell?



Trust Me, I'm a...



class teacher



another teacher
at school



a friend's parents
or carers



aunt or uncle



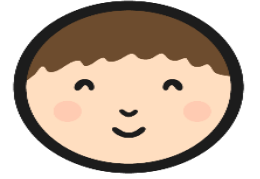
grandparent



parent or carer

If you think you or someone you know is experiencing cyberbullying, tell an adult with whom you feel safe and comfortable.

Say Something



Who could you tell if you or a friend experienced cyberbullying?

Complete the second section of the **What Is Cyberbullying? Activity Sheet**.

What Is Cyberbullying?	What Is Cyberbullying?	What Is Cyberbullying?
Section 1 Look at the examples and Hints Sheet to help if you need to.	Section 1 Look at the examples and Hints Sheet to help if you need to.	Section 1 Look at the examples and decide which show cyberbullying and which do not. Use the Handy Hints Sheet to help if you need to.
Libby keeps receiving text messages from an unknown number. They always say really mean things about her brother. She has texted them back asking them to stop but they haven't.	Josh keeps receiving text messages from an unknown number. They always say really mean things about her brother. She has texted them back asking them to stop but they haven't.	Josh keeps receiving text messages from an unknown number. They always say really mean things about her brother. She has texted them back asking them to stop but they haven't.
Is this cyberbullying?	Is this cyberbullying?	Is this cyberbullying?
Explain your answer.	Explain your answer.	Explain your answer.
Harvey and his friend Logan have been talking online just because he thought other people saw it. Logan has been saying really mean things about him.	Someone has left a comment on Akeem's video saying, "It's a shame his voice is so annoying or this would be good". He is upset about it.	Someone has left a comment on Akeem's video saying, "It's a shame his voice is so annoying or this would be good". He is upset about it.
Is this cyberbullying?	Is this cyberbullying?	Is this cyberbullying?
Explain your answer.	Explain your answer.	Explain your answer.

Share



Think about what you have learnt today. Talk about these questions with a partner.

- »» What is cyberbullying?
- »» What are some of the different ways in which a person can be cyberbullied? What devices can be used?
- »» Who should you go to for help if you are worried about cyberbullying?



Aim



- To know what cyberbullying is and how to address it.

Success Criteria

- I can recognise cyberbullying.
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- I know that cyberbullying can happen via a range of devices.

Design a poster for cyberbullying awareness

What to Include

 **STOP CYBERBULLYING!**

 **What is it?**

Being mean or hurtful using technology.

 **It can look like:**

- Mean messages
- Leaving people out
- Sharing photos without permission

 **What should you do?**

- Tell a trusted adult
- Save the message
- Report it

 **Remember:**

Speak Up, Stay Safe, Be Kind Online! 