

9.9.26

Morning Challenge

Sentence	Statement	Question	Command	Exclamation
How pleased Mum will be				
What the whiskers have you done now				
Let go				
Toilet paper and Mum's brand-new wool loop over everything				

Turn these statements into questions.

1. *We can catch this fly.*

2. *It could fall at any moment.*

3. *Ginger jumps clear just in time.*

Wednesday 9th September 2026

Extended Reading

under the circumstances anyway. But as each evening came to an end, and the time came for me to go upstairs to bed, I always began to dread the night ahead of me. One look at Mum's face told me we were sharing the same dread.

Whether I kept my bedside light on or off made no difference. Lying there in my bed everything would come flooding back, the ache inside me, the pity of it, and worst of all, the awful finality of it. I longed every night for sleep to come, so that I wouldn't have to remember it all again, so that my mind wouldn't go over it and churn it all up. But the more I longed for sleep it seemed, the more it was denied me. I'd lie there listening to the murmur of their talk downstairs in the kitchen.

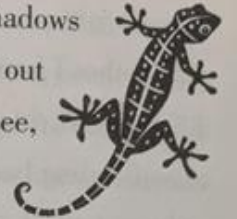
If I tried, I could hear most of what they were saying. I didn't want to eavesdrop, but sometimes I couldn't stop myself. I'd hear Mum sobbing again, and Grandma sometimes as well. Soon enough I would find myself crying too, and once I'd started I knew I wouldn't be able to stop, not until I fell asleep, because everything Mum was saying down there in the kitchen seemed to

echo so closely everything I was feeling.

It was her words I was hearing again in my head now, as I rode along the beach on the elephant. Ahead of us a large lizard or iguana skittered away over the sand and disappeared into the shadows of the palm trees. A sea eagle soared out over the sea. There was so much to see, but my memory would not leave me in peace. I was doing all I could to force myself to live for now, to bask in the joy of the moment, in the beauty of this strange paradise, and for a while I could and I did, but not for long. So I determined that if I was going to have to relive anything in my mind, I would will it to be only the good times: driving the tractor with Grandpa, pulling off a newborn lamb and rubbing the warmth of life into her, seeing the fox padding across High Meadow early one morning.

But instead, all that came to my mind was everything I had overheard Mum saying down in the kitchen only a few nights before. Her words still fell just as heavily on my heart, as when I'd first heard them.

"Why did he have to go and leave us? What am I



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Extended Reading

supposed to tell Will, Grandma? I mean, how can you tell a nine-year-old? How can you explain the stupidity of it? And all the while I have to put a brave face on it, when what I really want to do is scream. I know he was your son, Grandma. I know I shouldn't say it, and I know I shouldn't feel it. But I do feel it. I love your son. Since the first day I set eyes on him I loved him. But I'm so angry with him that sometimes I find myself almost hating him. Isn't that terrible? Isn't it? Back home, I have to pretend to everyone all the time, that it was all in a good cause, that I'm proud of him, and I'm brave, that I'm coping. Well I am proud of him, but I'm not coping, and I'm not brave, and it wasn't a good cause. Tell me why. Will someone tell me why? Why did he have to go? Why did it have to be him?"

When they came up to bed later, and Mum came in to kiss me goodnight as usual, I pretended to be asleep. I was crying silent tears, and when she'd gone out again, they kept on coming. All night long they kept coming. That night, I felt I would drown in sadness.

I knew that if I went on remembering like this I would only be making myself live through the same pain

all over again. I wrenched my mind away from where it was taking me. From now on I would recall only the marvellous times, the magical moments that I knew would lift my spirits, that would banish all grieving, that would make me smile. I thought it was working too. I could almost feel Mum's arm come round me and hold me, and the coolness of her hand as she smoothed my hair above my ear. But then I remembered her doing it just like that back at home, on the last day the three of us had been together.

I could see it all in my head now, just as it had happened: Dad going off down the path in his uniform, Mum there beside me, watching him go, her arm round my shoulder, her hand smoothing my hair. After we'd waved him off, we stood there on the doorstep in our dressing gowns, watching the milk float come humming down the road.

"Don't worry, Will," she'd told me. "Dad's been out there twice before. He'll be fine. He'll be back home before you can say Jack Robinson, you'll see."

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Extended Reading

"Jack Robinson," I'd said. When I looked up at her moments later, I saw I'd made her smile through her tears, and I knew I'd said just the right thing.

Every moment of the afternoon a month or so later was so deeply etched in my memory. Despite all my best efforts not to, I lived it again now riding up on the elephant thousands of miles away from home, from where it had all happened. A rainy Sunday it had been. We were flopped on the sofa in front of the television, watching *Shrek 2*, for about the tenth time. It was my favourite film – Dad had given me the DVD for my birthday a couple of months before. We were enjoying it just as much as ever, anticipating every wacky moment, every hilarious gag. The doorbell rang.

"Oh, for goodness' sake, who's that?" Mum said. She pressed the pause button, got up wearily from the sofa, and went to see who it was. I wasn't a bit interested in who it was, I just wanted to go on watching *Shrek*. There were hushed voices in the hallway. I heard footsteps going along the passage into the kitchen. The door closed. Whoever the visitors were, Mum obviously wasn't coming back into the sitting-room for a while. So

I pressed the play button and settled down again to watch. Only when the film finished, an hour or so later, did it occur to me that it was a little strange that Mum still hadn't come back – I knew she loved *Shrek* almost as much as I did. That's why I went to find her.

She was sitting alone at the kitchen table, her head lowered, her hands cupped round a mug of tea. She didn't look up when I came in, and she didn't speak for a while either. I could see then that something must be wrong. "Who was it?" I asked her. "At the door. Who was it?"

"Come and sit down, Will," she said, her voice so soft and far away that I could hardly hear her. When she looked up I could see that her eyes were red with crying. "It's your Daddy, Will. I told you where he went, didn't I? We found Iraq on the map, found where he was, didn't we? Well, there was a bomb by the side of the road, and he was in a Land Rover..." She reached out across the table and took my hands in hers. "He's dead, Will."

We sat there in silence for a few moments. I went to sit on her lap, because I knew that was what she

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Extended Reading

Think about Chapter 1.

Why does the author (Michael Morpurgo) tell the story through Will's eyes?

- Readers experience the event alongside Will.
- We understand his emotions better.
- It helps explain his grief throughout the story.

Teacher to model an answer on flipchart

Morpurgo tells this memory through Will's eyes so that readers experience the event alongside him and understand his emotions more clearly. By seeing the moment from Will's point of view, we can feel his shock, sadness and confusion, which helps us empathise with him. This memory also explains why Will carries so much grief throughout the story, helping readers understand his character and the challenges he faces. As a result, we feel more connected to Will and become more invested in his journey.

needed, what I needed too. We didn't cry. We just held on to each other tight, as tight as we could. It felt to me as if we were both trying somehow to squeeze the pain out of one another. Later that night we lay side by side on my bed, holding hands. Neither of us had spoken, not a word, for a long time. Then I asked her the one question that had kept coming into my mind again and again all night long.

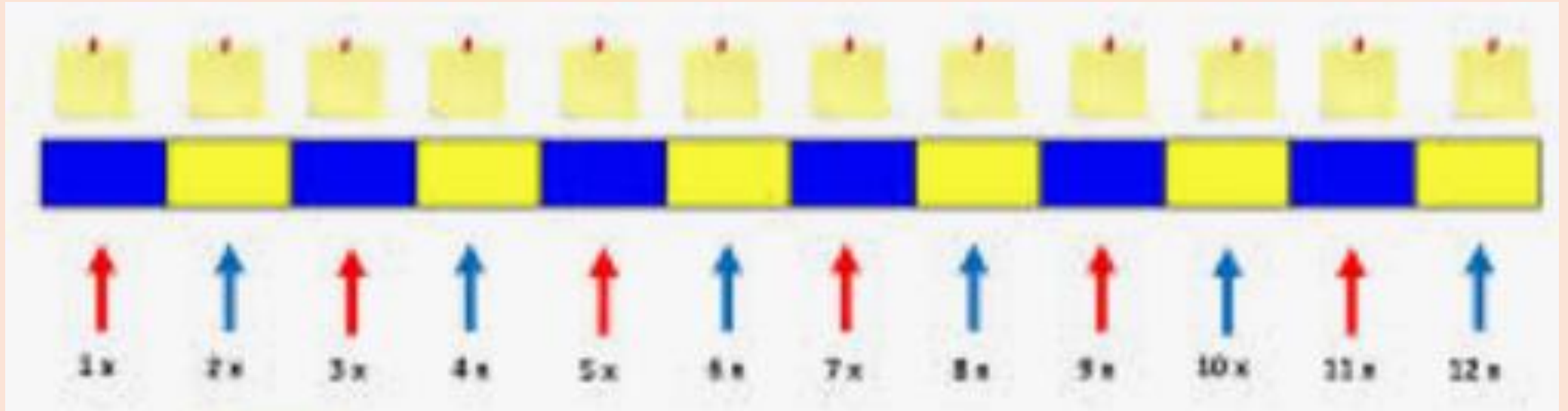
"Why, Mum? Why did he have to go to the war?"

It was a while before she replied. "Because he's a soldier, Will," she told me. "When countries fight wars, it's the soldiers who do the fighting. It's always been like that. It's what soldiers have to do."

"I know that, Mum. Dad told me," I said. "But what was the war for?"

She didn't answer me.

X 4 s If I know, then I know...



09.09.26

TBAT- add and subtract multiples of 10, 100 and 1,000.

3 in 3

1) What is the value of the digit 5 in each number below:

456

52, 890

3) 12, 16, _____, 24

2) True or False?

45, 892 > 45, 980

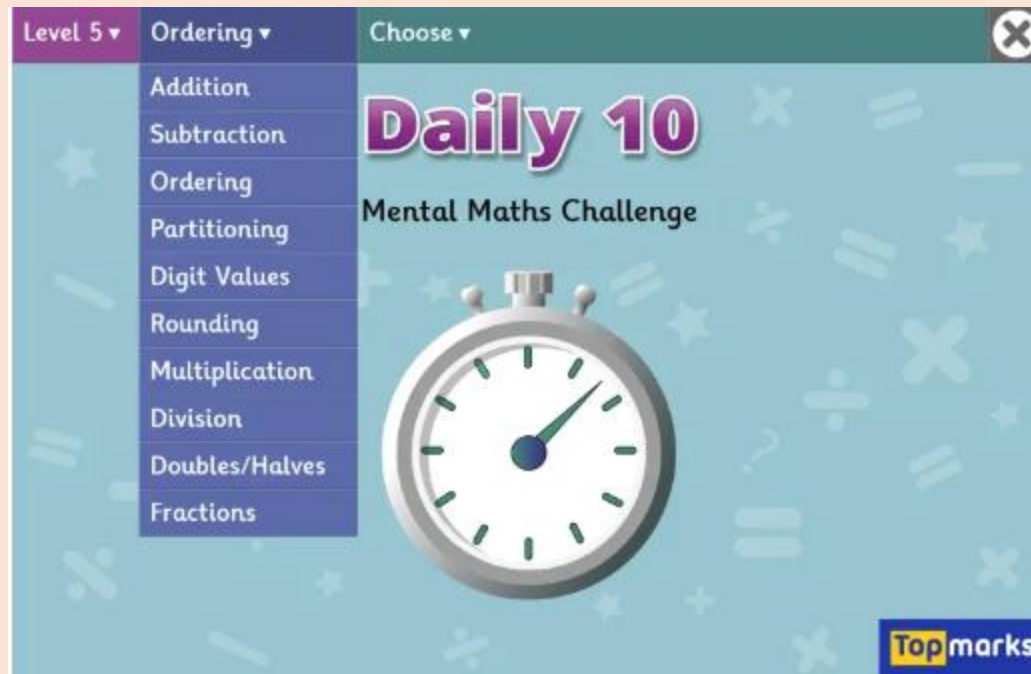
3, 089 > 3, 099

Challenge: What is my number?

The ones is the first multiple of 6. The thousands is half the value of the 1s. The tens is 0.5×10 . The hundreds is 0.5×4 .

Daily 10

x 4s



Daily 10 - Mental
Maths Challenge -
Topmarks

Write your number in digits.

Blue: Sixty-two thousand, five hundred and six.

Green: Forty-three thousand, one hundred and two.

Challenge: Write this number in words - 3, 444

10 000s	1000s	100s	10s	1s

Blue

$$6 + \underline{\quad} = 10 \quad \text{so} \quad 60 + \underline{\quad} = 100$$

Green

$$3 + \underline{\quad} = 10, \quad \text{so} \quad 30 + \underline{\quad} = 100$$

Challenge: $\underline{\hspace{2cm}} + 7,000 = 10,000$

How can we easily solve this problem mentally?

Talk partners:

**Solve this problem using a mental strategy.
What did you do?**

$$35 + \underline{\quad\quad} = 100$$

Talk partners:

$$3451 + 200 = [\quad]$$

Which column will change?

Thousands, hundreds, tens, or ones.

*Only the Hundreds column

$$\text{So } 3451 + 200 = 3651$$

The 4 in the hundreds column has increased by 2 and is now showing 6 hundreds.

Talk partners: $56,555 + 420 =$

10 000s	1000s	100s	10s	1s

How can I solve this problem mentally?
Which digits change?

Whiteboard work

$$12,305 + 502 =$$

10 000s	1000s	100s	10s	1s

Solve this calculation using only mental methods.

Whiteboard work

$$14,005 + 3,010 =$$

10 000s	1000s	100s	10s	1s

Solve this calculation using only mental methods.

10 000s	1000s	100s	10s	1s

Blue: $62,506 + 1,200 =$

Green: $43,102 + 4,001 =$

Challenge: Why were you able to easily use a mental method to solve this problem?

Checkpoint Question:

10 000s	1000s	100s	10s	1s

$$4321 - 320 = [\quad]$$

Frank says the best way to solve this problem is to partition the 320 into 300 and 20.

So take the 300 from the Hundreds column = 4021

Then take the 20 from the tens column = 4001

Do you agree? Why?

1 $23\,216 + 2\,100 = \square$

2 $53\,482 - 280 = \square$

3 $45\,834 + 3\,004 = \square$

4 $23\,346 + \square = 29\,347$

5 $53\,671 - 3\,500 = \square$

6 $92\,078 + \square = 93\,088$

7) A theatre sold tickets for a new production:

Day 1- 245 Day 2- 300

Using only a mental method, how many tickets did they sell in total?

8) Sasha had £178 in her bank account. She went shopping and spent £55 on a pair of trainers, and £23 on some sunglasses. How much does she have left?

Challenge:

Mark the following questions and answers.

$$1,450 + 600 = 2,050$$

$$3,620 + 1,202 = 4,822$$

$$870 - 240 = 630$$

Which one is the odd one out and why?

Greater Depth:

Write an explanation, including an example, for a younger child of how to use your knowledge of place value to mentally solve maths problems.

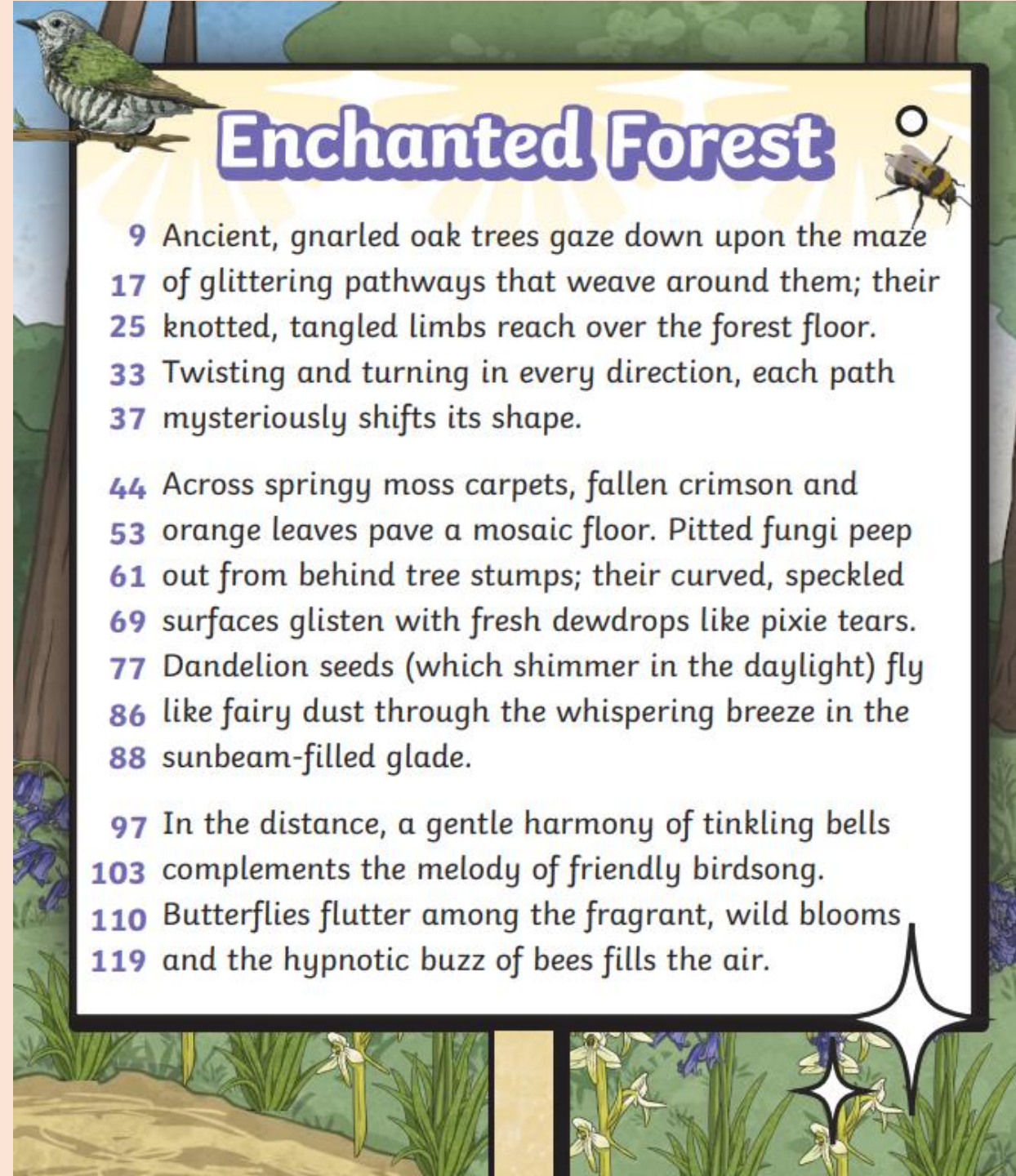
Wednesday 9th September
TBAT: Identify the features of a
descriptive text.

3 in 3

1. Name two sounds that can be heard in the forest.
2. What season do you think it is and why?
3. Find and copy one word which means the same as 'having a pleasant smell'.

Challenge

Ancient, gnarled oak trees gaze down...
What impression does the author create about the trees by the use of this phrase?



Enchanted Forest

9 Ancient, gnarled oak trees gaze down upon the maze
17 of glittering pathways that weave around them; their
25 knotted, tangled limbs reach over the forest floor.
33 Twisting and turning in every direction, each path
37 mysteriously shifts its shape.

44 Across springy moss carpets, fallen crimson and
53 orange leaves pave a mosaic floor. Pitted fungi peep
61 out from behind tree stumps; their curved, speckled
69 surfaces glisten with fresh dewdrops like pixie tears.
77 Dandelion seeds (which shimmer in the daylight) fly
86 like fairy dust through the whispering breeze in the
88 sunbeam-filled glade.

97 In the distance, a gentle harmony of tinkling bells
103 complements the melody of friendly birdsong.
110 Butterflies flutter among the fragrant, wild blooms
119 and the hypnotic buzz of bees fills the air.

Wednesday 9th September
Word work

Youngs spelling test.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

What poetic features can we use to describe?

What senses can we describe when writing a description?

Explain which word classes help to describe.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

Partner activity

Around the room, there are different setting descriptions. These are numbered.

On the tables, there are images of different settings. These have letters.

Match the correct number to the correct letter.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

1. The place is alive with booming music, exhilarated screams, delighted squeals and cheerful shouts. Colossal, gyrating rides with vibrant, pulsating lights tower over the excited visitors. A roller coaster spirals and coils, which makes it look like an elongated snake twisting through the fair. Excited, thrilled, delighted children race to join the spectacular rides. A lone girl waits by the big wheel smiling and tapping her feet (inside she is petrified of the dizzying heights).

The air is filled with the mouth-watering aromas of sizzling hot-dogs, fluffy candyfloss, spiced apples and sugary donuts. Some stalls sell hamburgers oozing with burnt onions; others sell sweet treats of steaming coffee.

Anxious and agitated, excited and expectant a teenager stands huddled in a long queue. The roller coaster is wild and rapid: it is the biggest and most famous in England. High above the fairground, voices cry out and shriek with laughter. The riders are exhilarated, exhilarated because they are zooming rapidly along the tracks.

Nervous, a small girl holds her father's strong hand and gazes up at the creepy haunted house. The Waltzer, which is sparkling with luminous pink lights, whirls and revolves uncontrollably. The more the ride spins, the more the children scream.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

2. Cautiously, I held my breath, ducked down and stepped into the dingy, tunnel-like structure; this was the place where happiness becomes lifeless. The bitter air nipped at my skin like a harsh wind, the feel of the ice-cold concrete beneath my feet made my bones ache. The building I found myself standing in was a prison cell: isolating, lonely and bleak.

The smell was horrid. The stench of damp, along with manure and stale air, filled the room making my eyes water. As I lowered myself inside, the constant smell of burning and smoke was so strong that I could taste it. Unfortunately, this was a smell I had come to know far too well.

Noise swirled around my brain like a hurricane - sirens, screaming, panicked voices - all becoming increasingly loud and frantic. As the huge, metal door was slammed behind me, all of the sounds I had previously heard were taken over by the thoughts in my own head; I didn't know which was more frightening.

Full of dread and sadness, I looked around the structure which was now dimly lit by a dwindling candle in the corner. Sandbags piled high against the walls and old, scratchy blankets covered the makeshift, timber bunkbed. The searchlights from the enemy planes outside framed the door with a warm, golden glow. A small wooden table sat in the centre, concealed by a bright pink table cloth in an attempt to make the place feel homely. Except that is not what this place was, but I would have to learn to love it.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

3. A hot and steamy world where enormous trees loom up to the sky, lush vegetation, ferns and fungi thrust up from the forest floor, and vines and lianas curl around the tall trunks, reaching eagerly towards the high canopy. Buttress and stilt roots sprawl across the shallow soil. Orchids burst into incredible swirls of colour and form, frogs and butterflies flaunt vibrant hues, emerald snakes glisten, parrots soar in a blaze of orange, scarlet, blue and green while hummingbirds probe exotic flowers for nectar. Toucans and birds of paradise add to this amazing colour spectrum. A myriad of plants and animals find their own special niche in this kaleidoscope of life and energy.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

4. Far below where the golden sun shimmered on the surface; deeper than the rainbow coral; beyond the darkest of caverns stood the most glorious of all sights.

Like golden shards from heaven, beams of light sliced through the darkness to reveal a myriad of colours. Plants, all neatly placed in organised rows waved at the passing traffic: shoals of silver fish; scuttling, red crab; lumbering purple squid and, of course, the daughters of Triton.

Each girl swam through the ornate, golden gates to a corner of the palace garden. Adrina sped the furthest, to her own sanctuary. Isolated from her sisters, she began to twirl through the piles of delicate shells, each one baring more chips each time she visited. Like a tornado, she whipped up the seabed, creating diamond ripples that spread beyond her own room. Above her, the seaweed too danced from random corners where it hung from her collection of treasures from her ship wreck adventures.

Aquata glided beyond her elder sister into her own private haven. As she gently lay herself onto the soft sea bed, she counted the rows upon rows of tiaras, pearls and potions. Assessing her collection, she flipped her tail fin, directing the team of sea sponges to address the residue that had gathered over night. Khaki green soldiers, the marched to their duty.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.



Wednesday 9th September

TBAT: Identify the features of a descriptive text.

The setting of a story is the environment (when and where) the characters are in.

The location, time, and weather all play major points in a story, and a well-described setting can make it more interesting for your readers to completely immerse themselves in the fictional world you've created.

Sensory descriptions of what can be seen, heard, smelled, felt and tasted must be present as well as details about the time of day, geographical location and date. Adjectives to build up an atmosphere help the reader to visualise the scene.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

Sense of...	Example of description: <i>A class party</i>
Sight 	The tables and chairs in the classroom had been pushed to the back to create space for the party. Multi-coloured balloons and streamers decorated the space, creating a cheerful atmosphere.
Hearing 	Upbeat music played in the background. My classmates chattered excitedly about the games that we were about to play.
Touch 	Although the classroom was air-conditioned, I could still feel perspiration forming on my forehead.
Smell 	The tantalising aroma of pizza and fried chicken wafted to my nose.
Taste 	As I took my first bite of the pizza, the rich taste of cheese filled my mouth.

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

Independent - copy the text into your book.

What key features can we find in the setting description?

The enormous trees loom up to the clear sky where vibrant, colourful parrots gracefully glide through the hot, humid air. The lush vegetation, ferns and fungi thrust up from the forest floor and vines curl around the tall trunks like snakes, reaching eagerly towards the thick canopy. High up in the dense canopy, the long branches dance lazily in the air as the warm breeze brushes across their delicate leaves. From above, the bright sunlight shines through the trees and sparkles like the night sky on the calm, clear water. Every now and then, beautiful butterflies bounce from branch to branch as luminous dragonflies dart across the water like



Key features

- *adjectives*
- *fronted adverbials*
- *adverbs*
- *metaphors*
- *similes*

Wednesday 9th September

TBAT: Identify the features of a descriptive text.

Challenge:

Explain what the following sentence is an example of and how you know:

"The waves are throwing the ship around like a wild animal toying with its prey."

Write your own.

Wednesday 9th September

TBAT: describe different ways Rosh Hashanah is celebrated and the symbolism of some traditions.

Many Jews worship in a _____.

The Jewish holy book is called a _____.

True or False.

The Jewish faith started over 4,000 years ago.

Keywords

challah	sweet bread baked in a circular shape eaten at Rosh Hashanah
Shana Tovah	traditional greeting used at Rosh Hashanah
Rosh Hashanah	festival to mark the beginning of the Jewish New Year
resolution	a firm decision to do or not do something

How is New Year celebrated?



Explanation

How do you celebrate a new year?





New Year's Eve is a big celebration for millions of people all over the world.

It often includes singing, dancing and fireworks as people say goodbye to the old year and welcome the new one.

Some people like to make new year **resolutions**. This is a promise to yourself to make changes in your life in the coming year.

How is New Year celebrated?

Jun and Laura are talking about new year.

I have made a new year **resolution** to read a book for half an hour each day. I have kept my **resolution** so far.



Jun

I love having new exercise books at the start of the new school year in September. I plan to keep my writing really neat!



Laura

How do you mark or celebrate a new year?



What is a new year **resolution**? Choose two answers.

a

a big firework display

b

a firm decision to achieve a goal



c

a party that takes place on January 1st

d

a promise to make changes in your life



Laura describes her new year celebrations.

In Scotland, New Year's Eve is called 'Hogmanay' and it is a huge event with lots of fireworks and street parties.

In my family we sing the song 'Auld Lang Syne' as the clock strikes midnight, then we go to all the neighbours and wish them a happy new year!



Laura

Jun describes his new year celebrations.



Jun

My grandparents are from China so we celebrate Chinese New Year in January or February. My gran gives me lucky money in a red envelope each new year.

Each year is named after an animal such as the year of the rat, the dragon or the monkey. We set off fireworks and our local street has a dragon parade!

Victoria has a Jewish worldview. She describes her new year celebrations.



Victoria

Jews have a special festival to celebrate their new year. Jewish New Year is known as **Rosh Hashanah**. '**Rosh Hashanah**' means 'head of the year' in Hebrew.

The date of **Rosh Hashanah** varies as it is linked to the Hebrew calendar. It usually occurs in September or October.

Michael has a secular Jewish worldview.



Michael

My family are Jews originally from Ghana. We celebrate many Jewish festivals but do not attend the synagogue.

Rosh Hashanah is a time of new beginnings and making resolutions.



Sam thinks that New Year is celebrated in the same way at the same time all over the world.

Explain why she is **incorrect**. Give reasons for your explanation.

Try to use the keywords:

- **Rosh Hashanah**
- **resolution**



Sam thinks that New Year is celebrated in the same way at the same time all over the world.

Explain why she is **incorrect**. You may have mentioned:

Many cultures around the world celebrate New Year. However, they might mark it at different times. For example, Chinese New Year is celebrated in January or February.

Rosh Hashanah is celebrated by many Jews in September or October.

Many people make **resolutions** to mark the new year. This is a promise to make a change in the coming year.

Handwriting

Handwriting warm-up

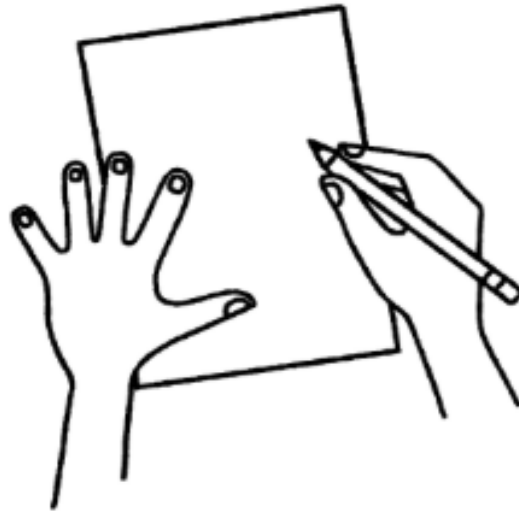


Explanation

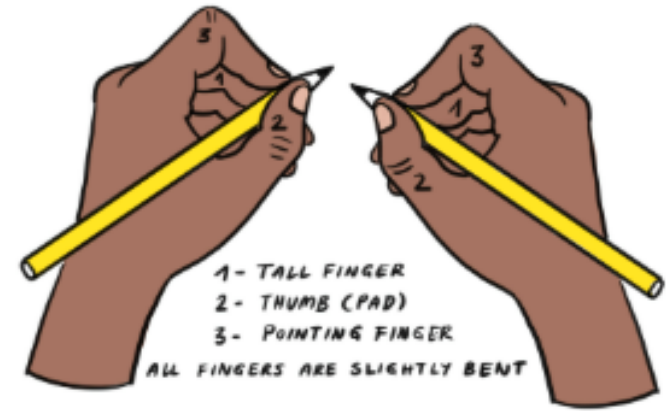
Before we start, what are these pictures reminding you to do?



- 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



Handwriting

Handwriting warm-up



I do the **hand squeeze** warm-up
and the **wrist circles** warm-up.

You do the **hand squeeze** warm-up
and the **wrist circles** warm-up.

I will do the writing pattern in the
air with my finger.



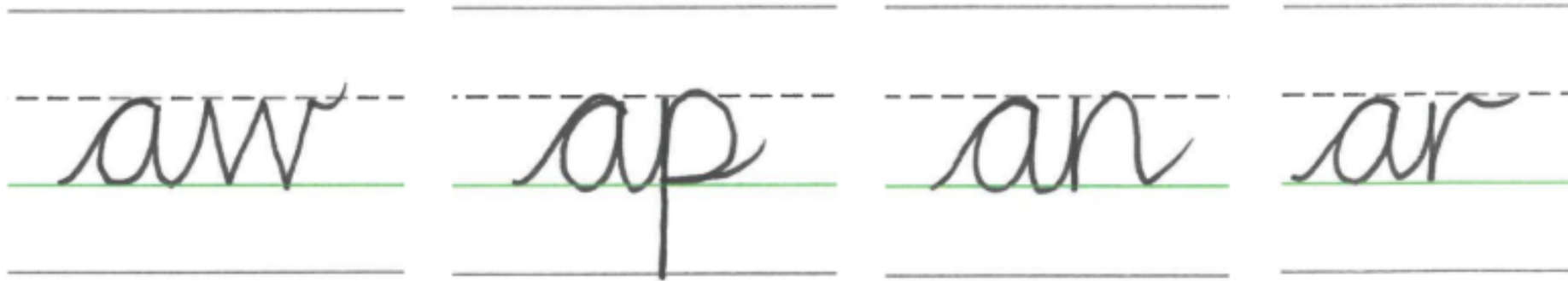
You will do the writing pattern in
the air with your finger.

Handwriting

The first join: aw, ap, an and ar



Let's practise the first **join**.



Remember:

1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go' to start the **lead in** from the **baseline**.
3. To **join**, keep your pencil on the page.
4. Only take your pencil off the page once the letter string is complete.
5. Keep your pencil flowing smoothly as you connect the letters.



Handwriting

vicious

gracious

spacious

malicious

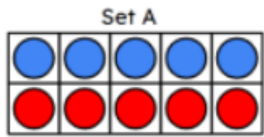
precious

Wednesday 9th September

TBAT: explain how plants can reproduce asexually.

3 in 3

1 What does it mean to be identical to something? Tick **1** correct answer



- ☐ to be the complete opposite of it
- ☐ to be very different to it
- ☐ to share some similarities
- ☐ to be exactly the same

2 All living things can reproduce. What does this mean? Tick **1** correct answer

- ☐ They make more living things of the same type.
- ☐ They live in habitats that they are suited to.
- ☐ They make their own food.
- ☐ They have a life cycle.

3 What is the offspring of a living thing? Tick **1** correct answer



- ☐ the group they live and hunt with
- ☐ the food they gather from their habitat
- ☐ the young they create through reproduction

Keywords

reproduce

When living things **reproduce** they create offspring.

offspring

Living things create **offspring** when they reproduce.

parent plant

A **parent plant** is a plant that has reproduced and created offspring.

asexual

Asexual reproduction involves one parent and produces offspring that has the same characteristics as the parent.

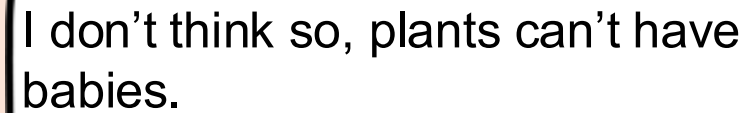
clone

Clones are offspring that have been created asexually and have identical characteristics to their parent.

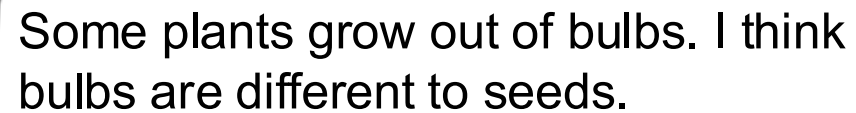
Some children are talking about plant **reproduction**.



Can plants reproduce without making seeds?



I don't think so, plants can't have babies.



Some plants grow out of bulbs. I think bulbs are different to seeds.



Jacob



Sofia



Jun

What do you think?

Plants can **reproduce** in different ways.

Some plants create **offspring** by making seeds.

When a flowering plant is pollinated, either by animals or the wind, it is then fertilised and seeds form inside the flower's ovary.



pollination

This type of **reproduction** is called sexual **parent plant**.

reproduction and it usually involves more than one



pollination

It always requires pollen from a male part of a flower being transferred to a female part.

The **offspring** of plants that have been made combination of characteristics of their **parent plants**.

through sexual **reproduction** will share a



plants

Characteristics of plants can include height, petal colours and shapes, leaf size and shape, or scent.

The offspring will not be exactly the same as either of their parent plants.

Plants can also **reproduce asexually**, which means a single **parent plant** can reproduce on its own.



potato plants can reproduce
asexually

This type of reproduction doesn't need any transfer of pollen between male and female parts of a flower.



True or false?

Plants can only reproduce in one way.

T True

F False ✓

Plants can reproduce sexually or asexually.

Asexual plant reproduction is when ...

- a** more than one parent plant makes a new plant.
- b** a single parent plant makes new plants on its own.
- c** plants make a single copy of themselves after being pollinated.



The **offspring** of plants that have been made their **parent plant**.

through **asexual reproduction** are identical to

Plants that have exactly the same characteristics as their parent plant are called **clones**.



onions can reproduce asexually

Plants that have been reproduced asexually are clones. This means their characteristics are ...

a

identical to their parent plant.



b

completely different to their parent plant.

c

partly the same and partly different to their parent plant.

Plants can **reproduce asexually** in different ways.

One way is through runners.

Runners are a type of stem that grow horizontally across the ground instead of upwards.



strawberry plant

Runners are able to grow roots to form new plants.

These plants will have identical characteristics to the **parent plant** that produced the runner.

Strawberry, mint and spider plants are all examples of plants that can **reproduce asexually** using runners.



spider plant



Which of these statements about runners is incorrect?

- a** Plants can reproduce asexually with runners.
- b** Runners can grow their own roots to form new plants.
- c** Runners are a special type of seed formed by the parent plant.



Some plants **reproduce asexually** with bulbs.

A bulb is a special kind of underground food store for plants.

Tulips, onions and garlic are all examples of plants that reproduce with bulbs.



tulips



onions

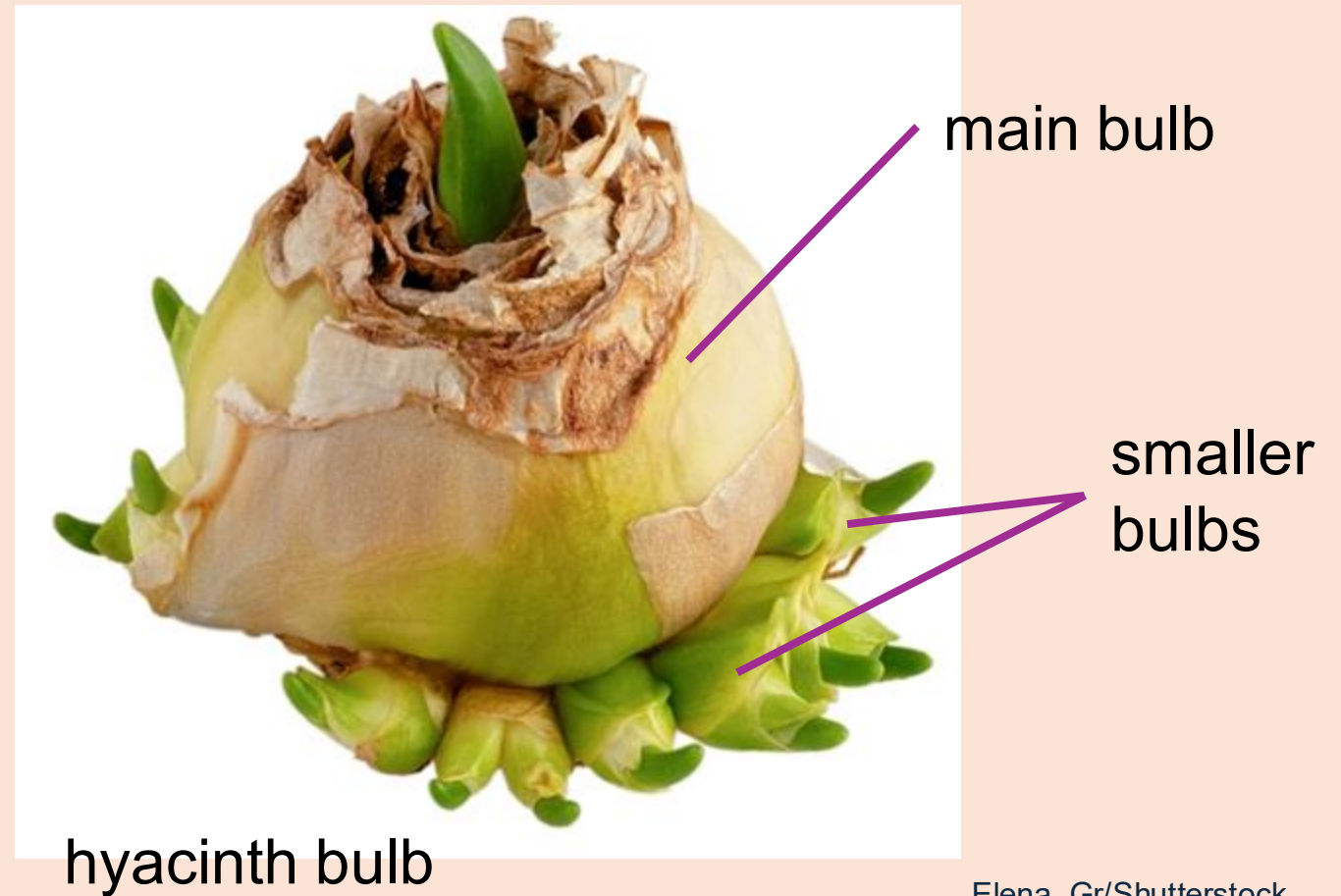


garlic

Smaller bulbs grow around the centre of the main bulb.

Each of these can then grow into a new plant.

New plants are **clones** of the plant from the original bulb.



What is the name of this part found on some plants which can reproduce asexually?

a

bulb



b

seed

c

runner

d

stigma



onion

Plants can also **reproduce asexually** using tubers.

Tubers are food stores for plants that grow beneath the ground.

Sweet potatoes and Jerusalem artichokes are examples of plants that can reproduce using tubers.



Jerusalem artichoke tubers



Jerusalem artichoke plants

Have you ever seen sprouts or 'eyes' growing on a potato?



potato tubers sprouting

Tubers are able to sprout several shoots and roots which grow into new plants.

Potatoes are tubers and the 'eyes' are new plants beginning to grow.

Tubers grow under the ground and can survive through cold winters when the rest of the plant dies.

In warmer weather, a new plant that has identical characteristics to the **parent plant** grows out of the tuber.



sweet potato tuber growing
new plants



Potatoes and Jerusalem artichokes can reproduce asexually using ...

a

seeds.

b

pollination.

c

tubers.



d

bulbs.

Some children are talking about plant **reproduction**.

Can some plants reproduce both sexually and **asexually**?



Jacob

I think they can only reproduce in one way. I've never found any seeds in a potato before and I know they can reproduce asexually with tubers.



Jun

What do you think?

But strawberry plants can reproduce using runners and they definitely have seeds.



Sofia

Most plants that can **reproduce asexually** through runners, tubers or bulbs can also reproduce sexually through pollination.

runners, tubers or bulbs can also



potato flower

We don't find seeds inside tubers or bulbs because seeds are made inside the ovaries of the plant's flowers after they have been pollinated.

True or false?

Some plants can reproduce both sexually and asexually.

T True ✓

F False

Summary

Asexual reproduction in plants

- Some plants can reproduce asexually, which means a single parent plant can reproduce on its own.
- Plants produced asexually are clones, which means their characteristics are identical to their parent plant.
- Bulbs, runners and tubers are examples of asexual plant reproduction.



runner

COULANGES/Shutterstock



bulbs



tuber

Wednesday 10th September

Q: explain how plants can reproduce asexually.

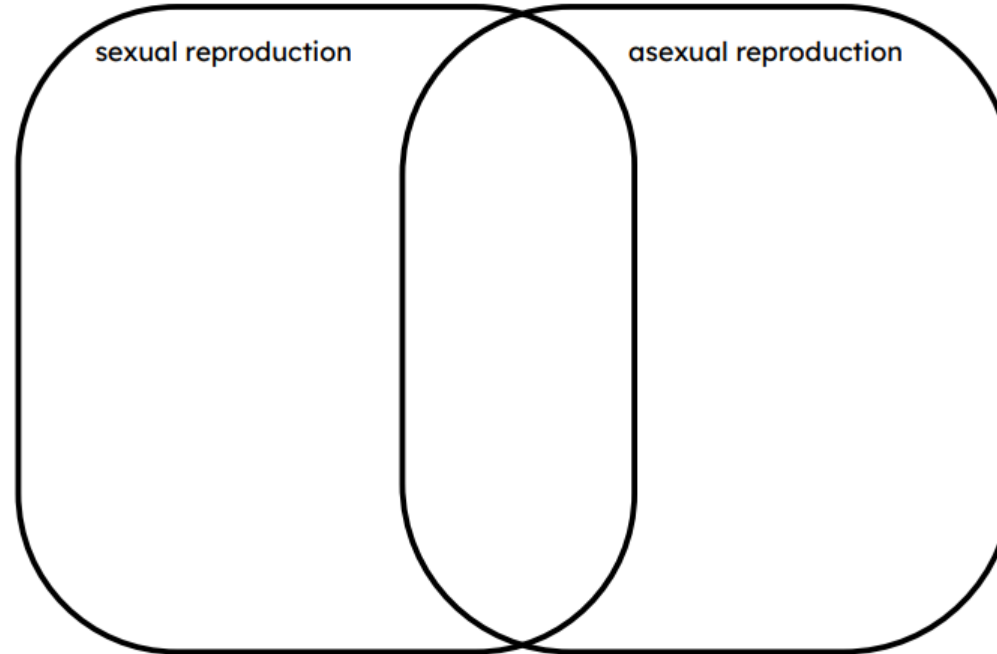
Independent

Task A: Sexual and asexual reproduction in plants

Sort the statements into the Venn diagram.

- a) Offspring are clones of their parent plant.
- b) Offspring have a combination of characteristics from each parent plant.
- c) Offspring are created.
- d) Requires pollination and fertilisation.
- e) Can be done by one parent plant.
- f) Requires more than one parent plant.

Sort the statements into the Venn diagram.



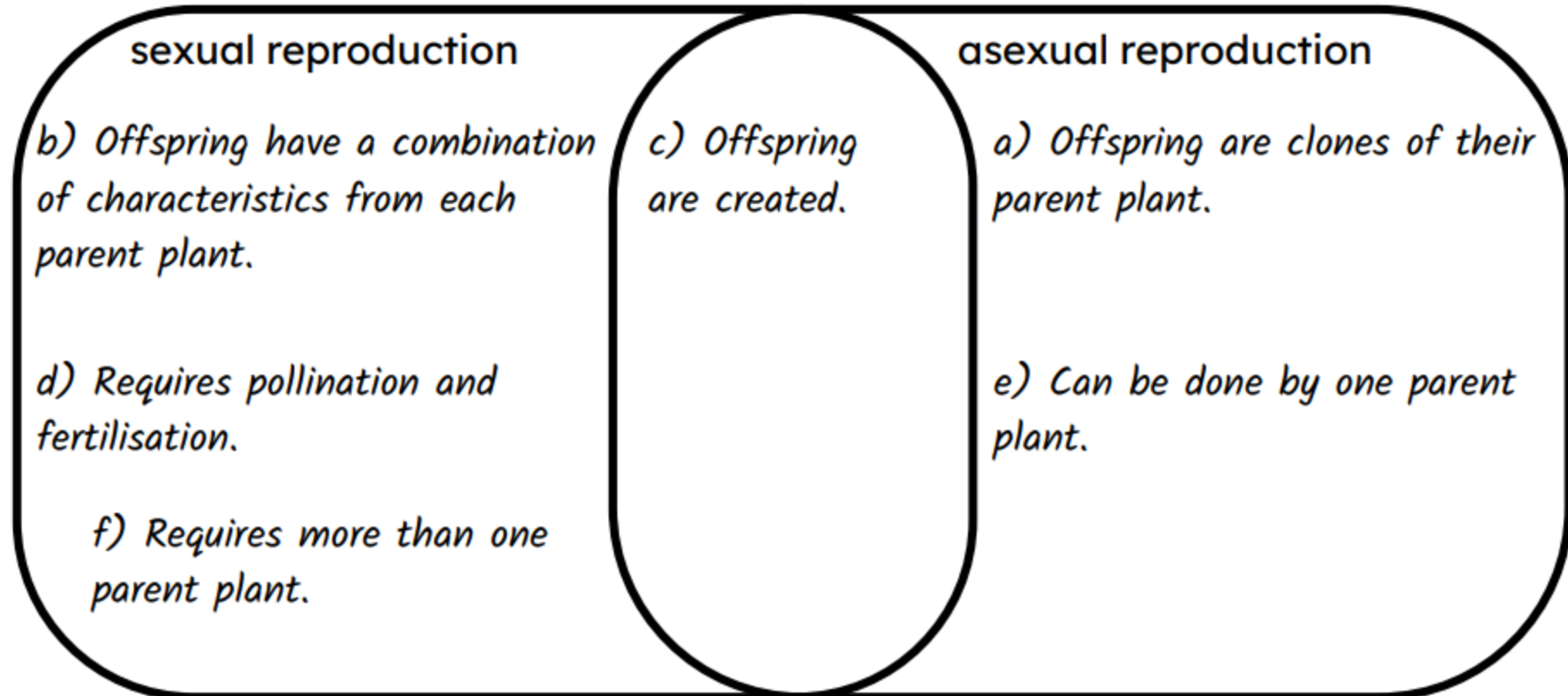
Wednesday 10th September

Q: explain how plants can reproduce asexually.

Independent

Task A: Sexual and asexual reproduction in plants

Sort the statements into the Venn diagram.



Wednesday 10th September

Q: explain how plants can reproduce asexually.

Exit Questions

Which statement is correct? Tick **1** correct answer



- ☐ Plants can only reproduce by pollination and fertilisation.
- ☐ Plants cannot reproduce without help from animals.
- ☐ Plants can reproduce in different ways.

What is asexual reproduction in plants? Tick **1** correct answer

- ☐ Reproduction that produces only one offspring.
- ☐ Reproduction that creates many offspring.
- ☐ Reproduction by a single plant.
- ☐ Reproduction that involves two parent plants.

Which of these is not an example of asexual reproduction in plants? Tick **1** correct answer

- ☐ seeds
- ☐ bulbs
- ☐ runners
- ☐ tubers

Use the key vocabulary to complete the sentences below in your books.

Plants can reproduce in _____(1 or 2) ways.

Asexual reproduction means (how many parent plants)?

Asexual reproduction can happen using _____, _____
or _____.

An example is _____

Word bank

one bulbs tubers runners

Wednesday 10th September

Q: explain how plants can reproduce asexually.

Challenge

Strawberry plants can send out special stems called "runners" that grow into new plants. If you planted one strawberry plant in your garden, how could it make more strawberry plants without seeds? Explain how this shows asexual reproduction.

mercredi 9 septembre

TBAT- practice pronunciation in French.

Language Angels- Phonetique Lesson 1

Slide 11

1)



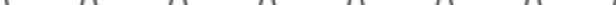
2)

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3)

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4)



1)

P a r i s

2)

t o r t u e

3)

v i o l o n

4)

c r o i s s a n t

- Writing Task – fill in the missing letters.



Bonjour !
Je m'appelle Manon.
J'ai __ze __ iens
n__rs, un __ eval
et d__ze
p__ ss__ s r__ ges !



PHONEME
BANK

ch

ou

on

oi

Challenge:

Translate the
short passage
into English.

Mastery: Find
and record an
example of
these phonics
from your
dictionary.

Bonjour !

Je m'appelle Manon.

J'ai onze chiens noirs,
un cheval et douze
poissons rouges !