

Tuesday 29nd September

Morning Challenge

★ TUESDAY ★	
08:30 08:50	 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

Fill in the missing ey digraph then cover them up and write them again.

Str_____t

Camp_____n

Cont____n

Br____n

F____nt

W____st

Cl____m

Pr____se

Compl____nt

Afr____d

Put some of the words into a sentence

Close reading

THAT NIGHT, when she sat on the rocks with the phone and watched the sun sink red into the waters, Jack didn't call. She pressed his number, but his phone didn't ring and he didn't answer.

She checked the e-mail and there was nothing there, either.

Nightmare pictures sneaked into Nim's head: upside-down boats, sinking boats, boats sailing off into the distance with fallen-off people swimming behind...

She pushed the scenes away angrily. Jack was busy. He was concentrating on his plankton and didn't know what time it was—like when he was doing science things at home and forgot to eat.

She picked up her book, and soon she wasn't Nim anymore, she was a strong, brave hero scrambling up a cliff, she was swinging across a chasm, reaching for the other side...and rubbing her aching eyes, looking up to see that the hut was dark and her flashlight beam was fading into the night. But she stayed being a hero till she went to sleep, because tonight she liked it better than being Nim.

Why are the pictures entering her head?

Why does she push them away angrily?

Why are her eyes aching?

Why did she want to read so late?

Why do you think Jack hasn't rung?

Tuesday 29th September

Close reading

I think Jack hasn't rung because...



WHEN THE SUN rose pink over Fire Mountain, Nim phoned Jack again, but there was still no answer; no ring; nothing at all.

Nim checked the phone...the satellite dish...the connections between the solar panel and the phone's battery charger...

But everything looked the way it should.

She checked her e-mail, even though she knew he didn't have a computer on his boat.

To: jack.rusoe@explorer.net

From: aka@incognito.net

Date: Tuesday 30 March, 22:21

Dear Jack Rusoe,

Your article "The Life Cycle of the Coconut Palm" was as fascinating as a feature film and as fact-filled as a documentary! But I still have a couple of questions...

- 1) How long do coconuts float?
- 2) Do they float well enough to make a raft?
- 3) How could I build one?

Thank you, Alex Rover

What time of day is it?

Why does the author say, 'when the sun rose pink over fire mountain' instead of 'The next morning'?

Why could this person be asking about making a coconut raft?

29.09.26

TBAT: read an analogue clock.

3 in 3

Fill in the gaps:

___ minutes = 1 hour.

The minute hand on a clock is the ___ hand.

The hour hand on a clock is the ___ hand.

Smaller / bigger

Challenge

What time is this clock showing?



29.09.26

TBAT: read an analogue clock.



Daily 10 - Mental Maths Challenge - Topmarks

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

29.09.26

TBAT: read an analogue clock.

Blue

How many seconds are there in 1 minute?

Green

How many minutes are there in 2 hours?

Challenge

How many seconds are there in 2 minutes?

How many minutes are there in 4 hours?

29.09.26

TBAT: read an analogue clock.

As a class we are going
to look at different
times on an analogue
clock.

Key words:

O'clock

Half past

Quarter past

Quarter to

Nearest 5 minutes

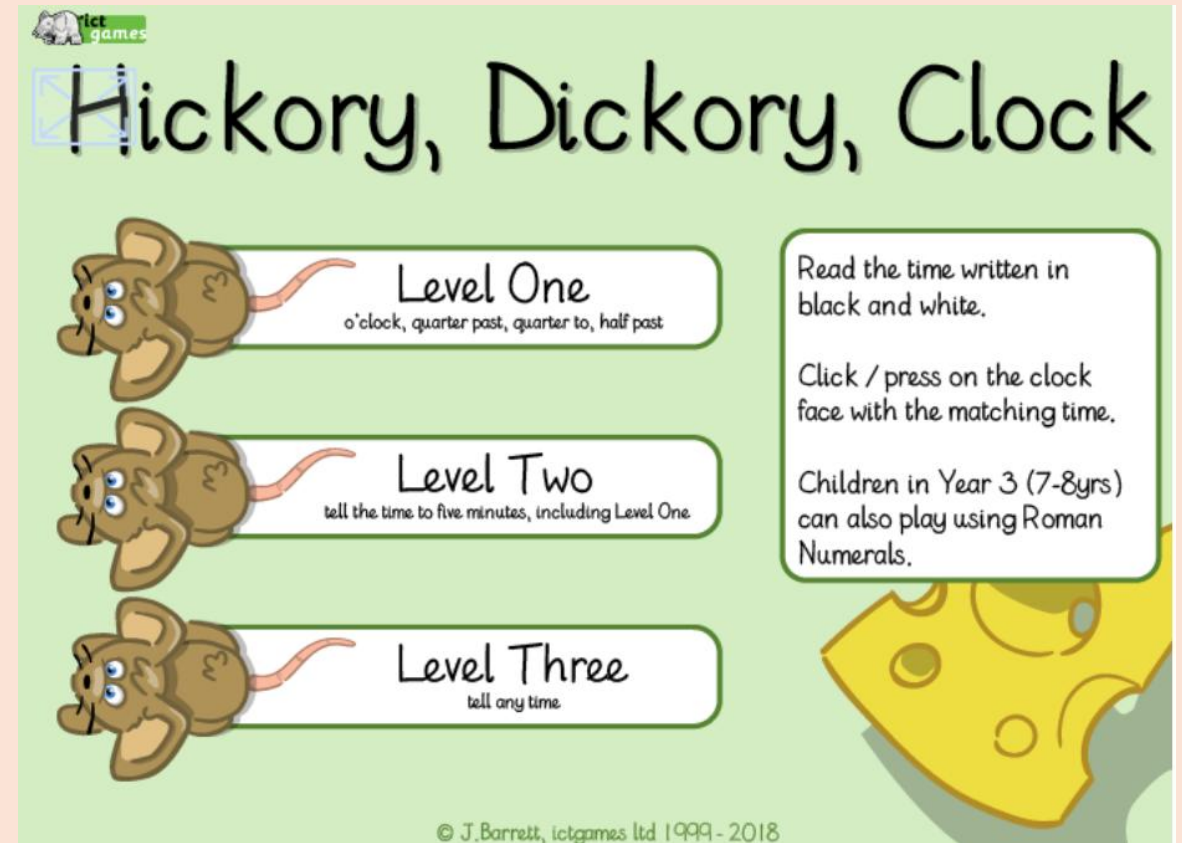


Teaching Clock

29.09.26

TBAT: read an analogue clock.

On your own
clocks, can you
show me the
correct time so
the mouse can
find its cheese!



[Hickory Dickory Clock: A tell the time game](#)

29.09.26

TBAT: read an analogue clock.

Knowledge check:

Make these times on your clock.

20 past 3

Half past 6

4:45

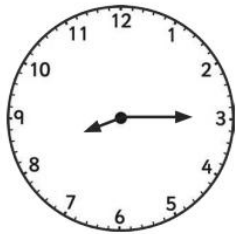
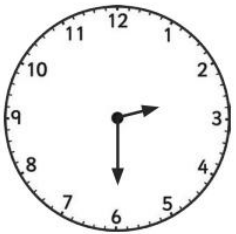
29.09.26

TBAT: read an analogue clock.

RP1

Independent work

1. Can you tell me the time?



RP2



 Ella says:

"The clock shows 3 o'clock because the minute hand is pointing to the 12 and the hour hand is pointing to the 4."

Do you agree with Ella? Explain why or why not.

 Sofia says:

"If the minute hand points to the 12, it is always half past."

What mistake has Sofia made?

Challenge:

Emily starts her swimming lesson at 3:15pm. The lesson lasts 45 minutes. What time does her swimming lesson finish?

Mastery:

6a. Yolanda needs to leave for school by seven o'clock to arrive on time.

What is the best time for her to leave?



A



B



C

Explain why.



R

Mastery Greater Depth:

7a. Find the odd one out.



- A. Ten minutes to six
- B. Five minutes past nine
- C. Five minutes past eight
- D. Ten minutes to seven



PS



29.09.26

TBAT understand the role of the defender

PE



Equipment



CONES
x 60



FOOTBALLS
x 15

Tuesday 29th September

TBAT: choose appropriate vocabulary

3 in 3

Sort the words into adjectives and verbs

sparkling

sparkly

tall

towering

glittery

glistening

trickling

flowing

Tuesday 29th September

TBAT: choose appropriate vocabulary

Partner Talk

This picture is mainly green but is it all exactly the same colour?

Can you think of any words to describe different shades of green?



Tuesday 29th September

TBAT: choose appropriate vocabulary

Shades of Green
Word Mat

Look closely... what shades of green can you see?

The rainforest is full of different shades of green!

Use these words to describe the rainforest!

lime green  bright and fresh	leaf green  like leaves	grass green  fresh and lively	moss green  soft and earthy	forest green  dark and rich	emerald green  bright and jewel-like
olive green  dull and earthy	sage green  soft and calm	mint green  light and cool	jade green  smooth and shiny	bottle green  very dark	chartreuse  yellowish-green and bold

So many greens make the rainforest amazing!

Tuesday 29th September

TBAT: choose appropriate vocabulary

Partner Talk

What shades of green
can you see?



Describe the other colours you
can see.

Tuesday 29th September

TBAT: choose appropriate vocabulary

Write the shades of green that you would like to use in your description.



Tuesday 29th September

TBAT: choose appropriate vocabulary

Some new words you might use to describe your island:

Serene: Quiet, calm, and peaceful.

Idyllic: Extremely happy, peaceful, or picturesque.

Untouched: Left in a natural state without human damage.

Paradise: A place of extreme beauty and delight.

Tuesday 29th September

TBAT: choose appropriate vocabulary

Partner talk:

Choose one or two of the new words and use them in a sentence.

- **Serene:** Quiet, calm, and peaceful.
- **Idyllic:** Extremely happy, peaceful, or picturesque.
- **Untouched:** Left in a natural state without human damage.
- **Paradise:** A place of extreme beauty and delight.

Tuesday 29th September

TBAT: choose appropriate vocabulary

Match the definition to the word.

Quiet, calm, and peaceful.

Serene: Extremely happy, peaceful, or picturesque.

Idyllic: A place of extreme beauty and delight.

Untouched: Left in a natural state without human damage.

Paradise: Quiet, calm, and peaceful.

Tuesday 29th September

TBAT: choose appropriate vocabulary

Complete the sentences with the best word choice.

The island was _____ and had no evidence of human life.

The island had a calming effect and was _____.

The _____ leaves were vibrant and lush on the
_____ island.

Emerald green	Sage green	idyllic
paradise	serene	untouched

Write your own
sentences using
these words.

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time.

rhythm

the pattern of sounds that we play
and sing



stick notation

a way of writing music down

ostinato

a repeating musical pattern which can be rhythmic or
melodic

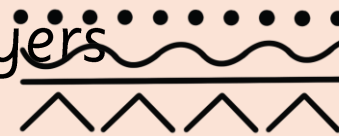


accompaniment

a musical part that supports the main melody or chant

texture

the combination of different layers
of sounds



Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

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 from injury.



Follow these warm-ups so you're ready for singing!

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

These songs and chants will help us warm up our voices gently, and help us to get focused and ready to learn.



Kumala Vista



Obwisana

Are you ready to sing?

My throat feels warm.



Laura

My muscles feel relaxed.



Jun

I am concentrating and ready to learn.



Sofia

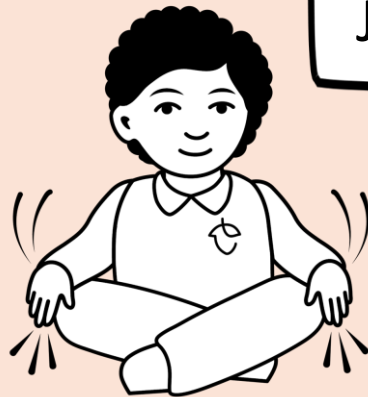
Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Join in singing Tideo.



Tap the **beat** on your knees as you sing.



Pass one window, tideo,
Pass two windows, tideo,
Pass three windows, tideo,
Jingle at the window, tideo.
Tideo, tideo,
Jingle at the window, tideo.
Tideo, tideo,
Jingle at the window, tideo.

Alex



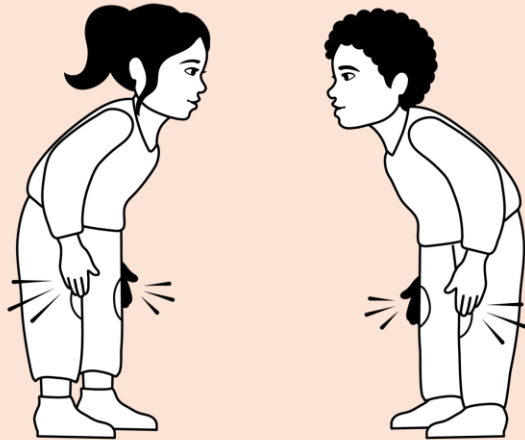
Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Find a partner and practise the clapping actions.

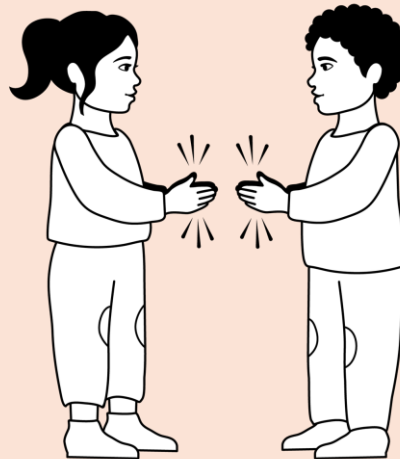


The clapping actions follow the **rhythm** of the words.



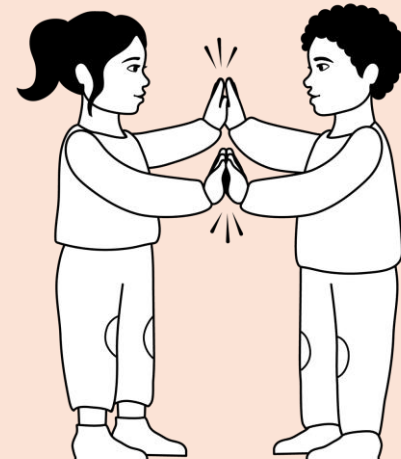
Ti

-



de

-



o

The clapping actions form part of the Tideo folk dance.

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Watch the video to learn the dance, then try it with your class.



Keep a steady pulse as you move and sing.

Pass one window, tideo,
Pass two windows, tideo,
Pass three windows, tideo,
Jingle at the window, tideo.
Tideo, tideo,
Jingle at the window, tideo.
Tideo, tideo,
Jingle at the window, tideo.

Alex



Composing a simple ostinato

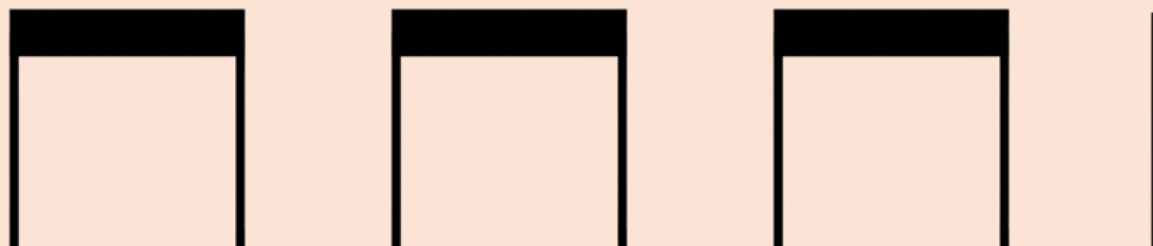
Having a steady sense of pulse helps us keep in time together as we move and sing.



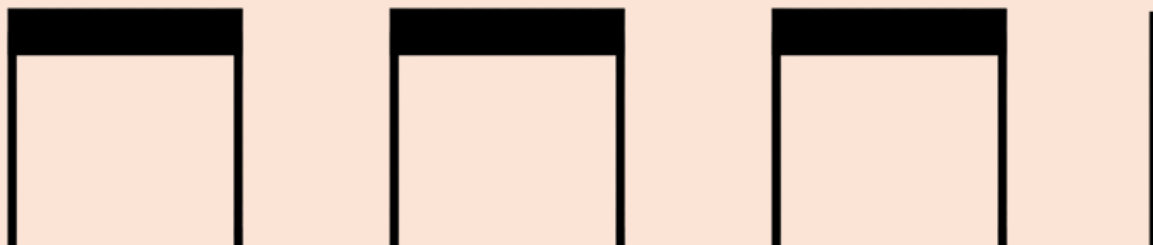
Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Clap the **rhythm** of Tideo following the **stick notation**.



Pass one win - dow, ti - de - o,



Pass two win -dows, ti - de - o,

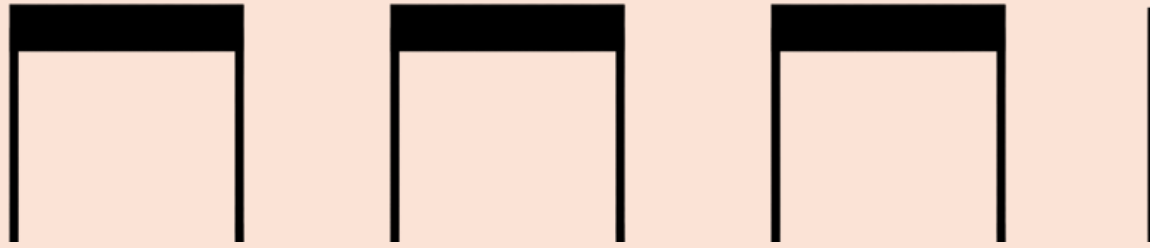


rhythm

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Clap the **rhythm** of Tideo following the **stick notation**.



Pass three win - dows, ti - de - o,



Jin-gle at the win - dow, ti - de - o.

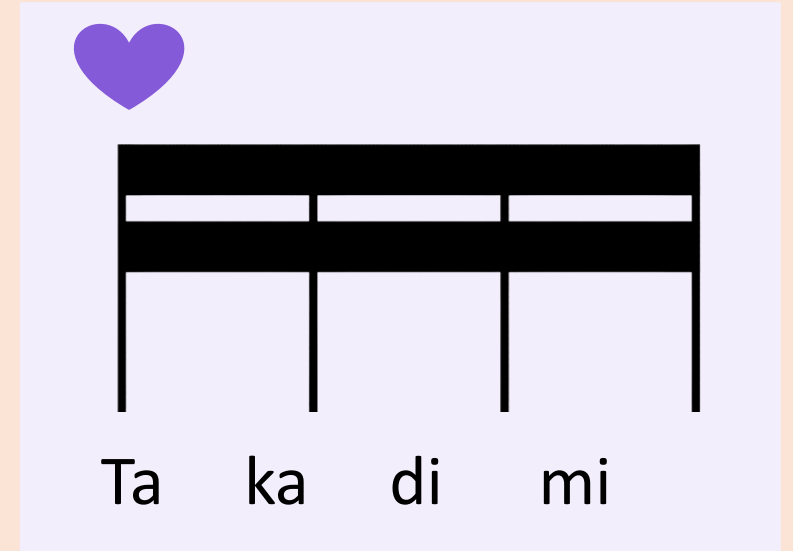
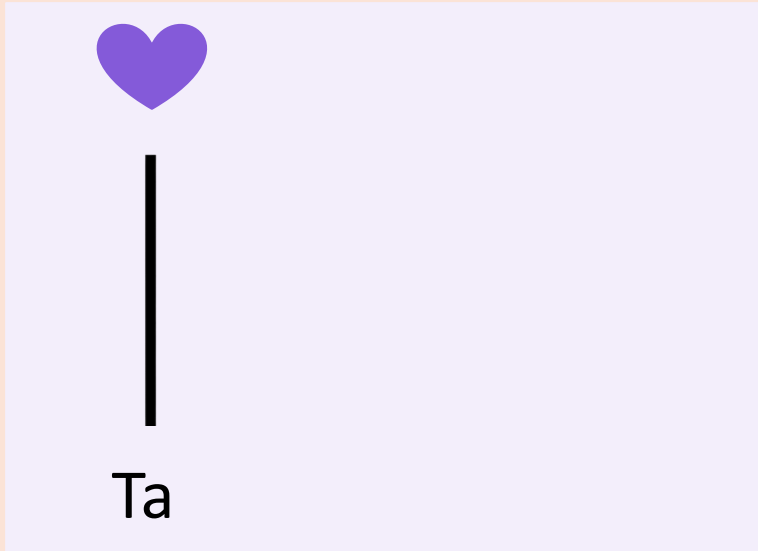


rhythm

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Tideo has three different **rhythms**:



Each of these **rhythms** has a duration of one **beat**.

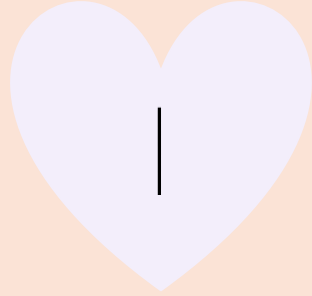
Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

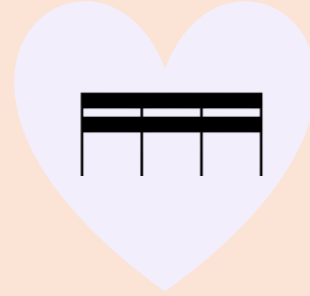
The chant Alligator also uses Ta, Ta-di and Takadimi.



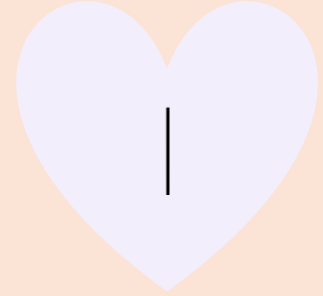
Alligator



high



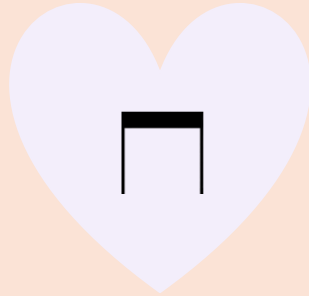
alligator



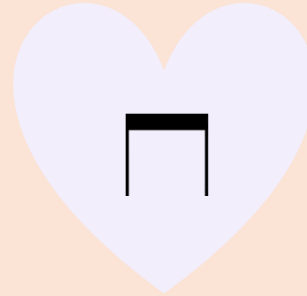
low



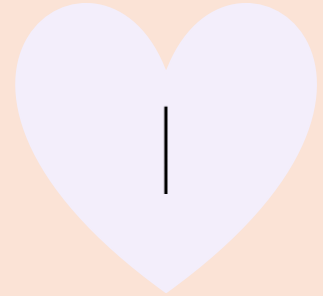
Alligator



fast and



then he's



slow

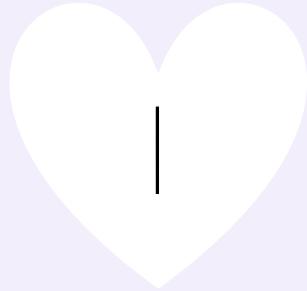
Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Can you complete the missing **rhythms**?



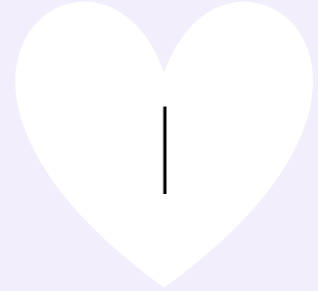
Alligator



up



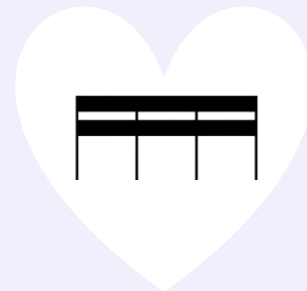
alligator



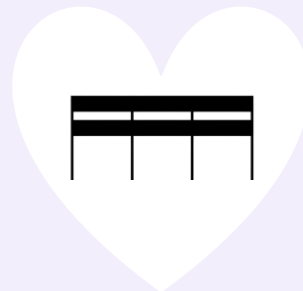
down



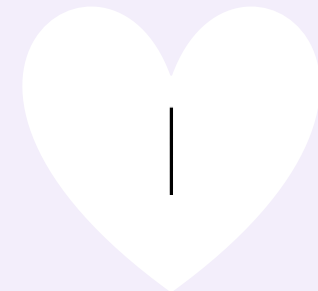
Alligator



on the farm and



also in the



town

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

We can combine these **rhythms** in different ways to compose new **rhythm** patterns.

Here is an example of a **rhythm** pattern with four beats:

 	 ┌───┐ │ │	 ┌───┴───┐ │ │ │ │ └───┴───┘	
Ta	Ta - di	Ta - ka - di - mi	Ta



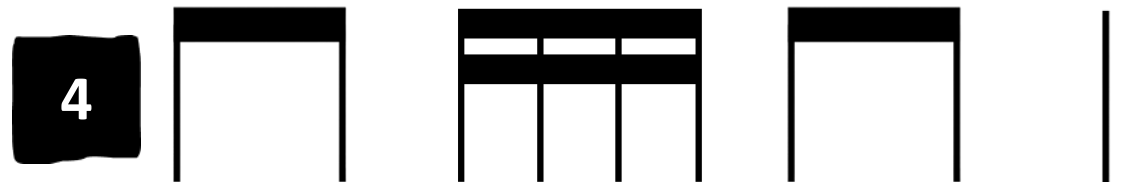
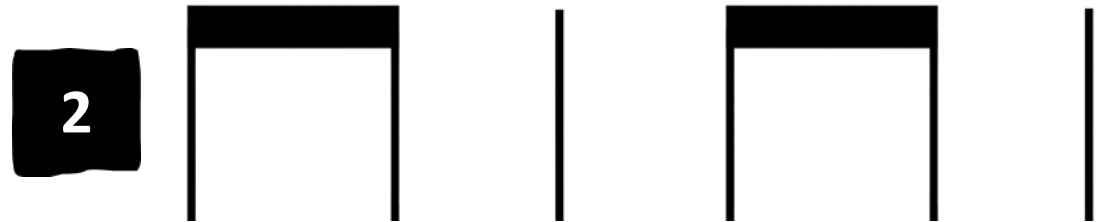
Clap and chant the pattern.

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time



Listen to and clap each of these four beat **rhythm** patterns:

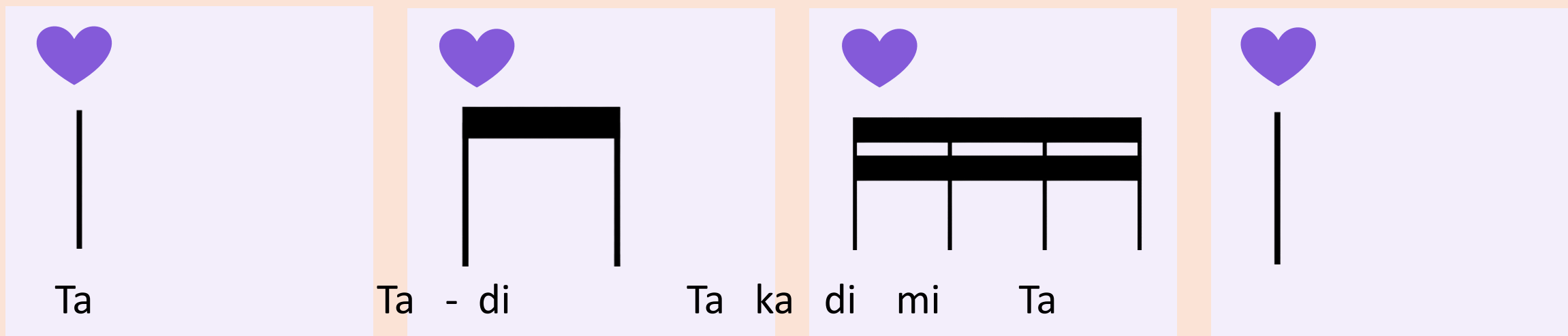


Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

By repeating a **rhythm** pattern over and over,
we can create a **rhythmic ostinato**.

Clap this pattern over and over again, creating an **ostinato**.



 Clap this **ostinato**, keeping the **rhythm** syllables in your thinking voice.

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Composing a simple ostinato

1. Use **rhythms** from Alligator to compose and notate a four beat **rhythm**.



2. Practise clapping your rhythm over and over to create an **ostinato**, then try clapping it to a partner.

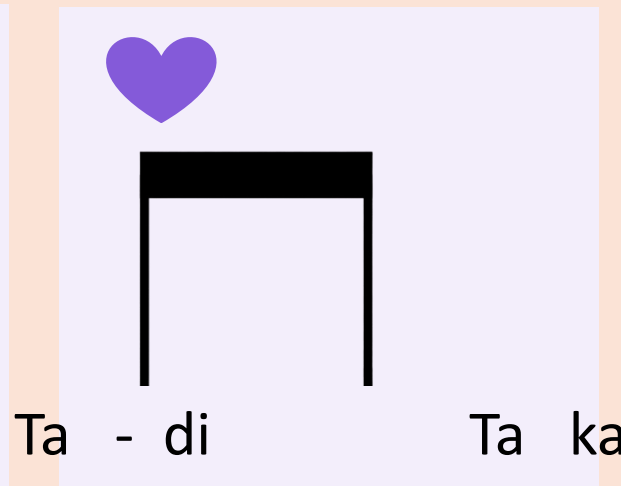
Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Composing a simple ostinato

3. Choose how to notate your **ostinato**. You could:

- write your **rhythm** using **stick notation**
- use lolly sticks or **rhythm** cards
- cut out the **rhythms** and stick them in the order you choose

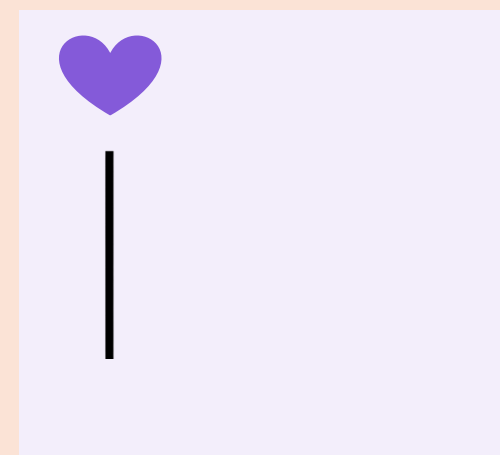
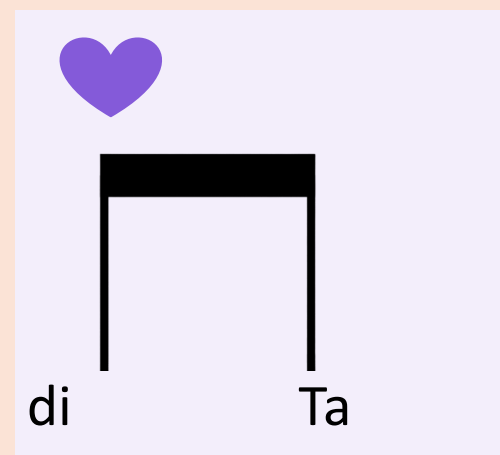
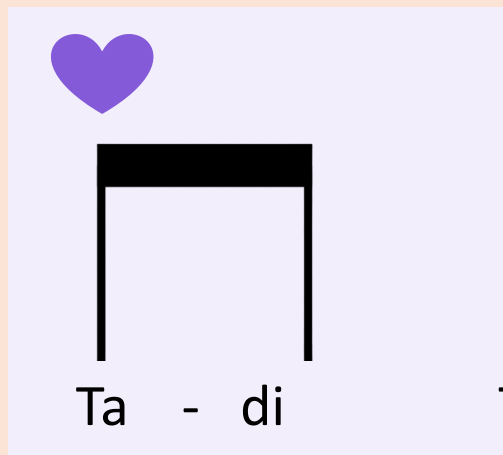


Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

4. As a class, select one pattern to perform together. Repeat it many times to create an **ostinato**.

Here's an example:



5. *Divide into two groups.*

Group one: chant Alligator. Group two: clap the ostinato.

Swap roles.

Tuesday 29th September

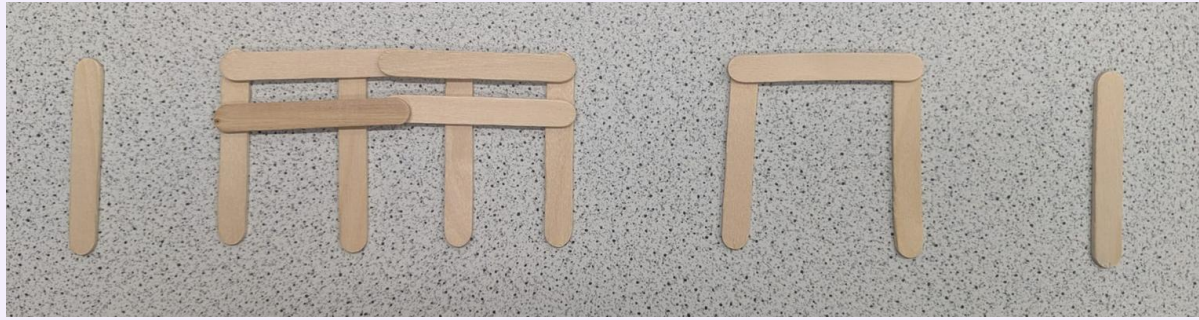
TBAT: play a rhythmic ostinato and sing at the same time

Composing a simple ostinato

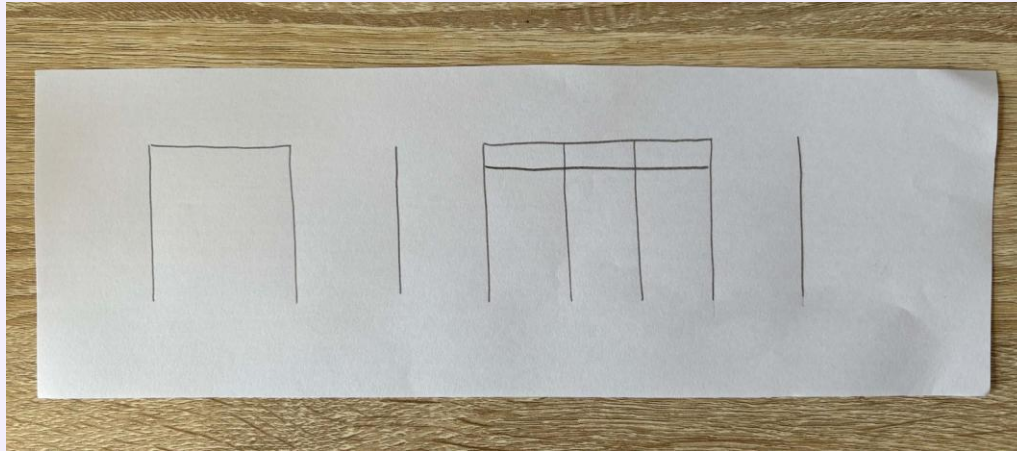
Your **ostinato** might look something like this:



Sofia's **ostinato**



Jun's **ostinato**



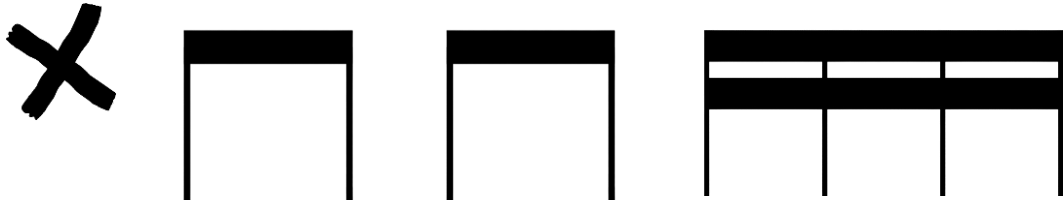
Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Check your work:

Does your **ostinato rhythm** have four beats?

Look at the two **rhythms** below. Which one is correct and why?



This **rhythm** has only three beats.



Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Listen to the music, **Another One Bites the Dust**, by the band Queen.



As you listen, feel the pulse and move to the beat in different ways.



You could try:

- marching
- stepping side to side
- dancing

Can you hear any patterns in the music?

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Listen again to the beginning of the song.



Notice the **repeating pattern** played by the bass guitar.

A repeating pattern in music is called an **ostinato**. In popular music, it can also be called a **riff**.



Jun

In this song, the **riff** is used to **accompany** the singer.

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

The **riff** in **Another one Bites the Dust** makes a good **accompaniment** because:

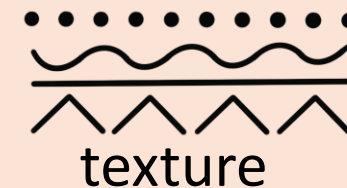
- it has a catchy, memorable **rhythm**
- it is simple, and puts the focus on the singer
- it has a steady beat and makes you want to move or dance

Tuesday 29th September

TBAT: play a rhythmic ostinato under a song

We can use an **ostinato** to **accompany** our singing too!

Adding an **ostinato** creates **texture**, and makes our performance more interesting.



Aisha

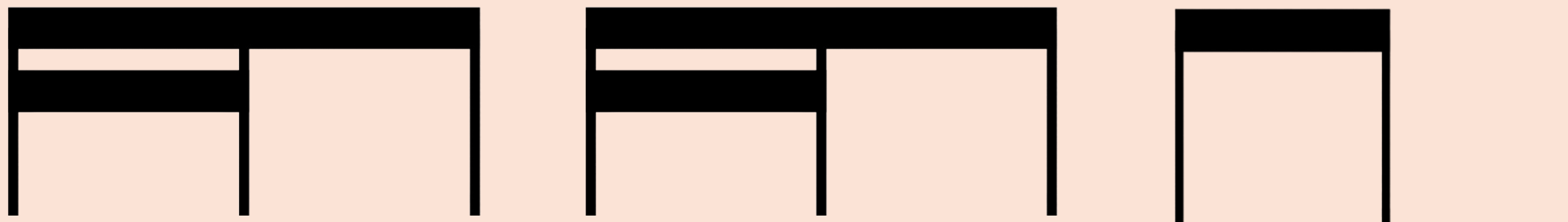
We will layer Tideo with a **rhythmic ostinato**.

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

Clap this **rhythm**. Do you recognise it?

This is the **rhythm** of our chant, Sagidi Sagidi Sapopo.



Ta ka di Ta ka di Ta - di Ta

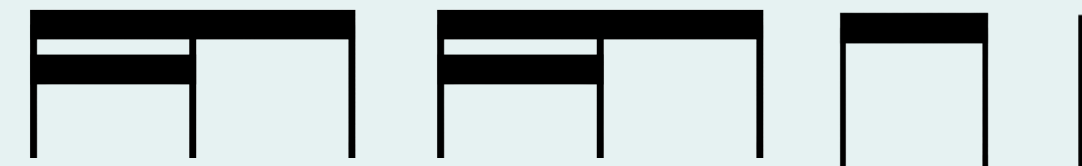
Sa - gi - di Sa - gi - di Sa - po - po

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

We can use this **rhythm** as an **ostinato** pattern.

First, practise clapping the pattern over and over again.



Ta ka di Ta ka di Ta - di Ta



Chant the **rhythm** syllables to help.

Play the **ostinato** using an unpitched percussion instrument, such as claves.



Say the **rhythm** syllables in your thinking voice.

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

To play a **rhythmic ostinato**, we need to repeat a **rhythm** over and over.



Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

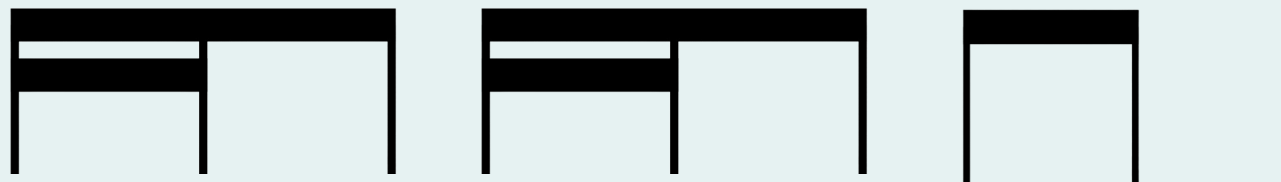
Perform Tideo with a **rhythmic ostinato**.

First, practise in two groups.

One group will play the **ostinato** as the other sings the song.



Pass one window, tideo...



Ta - ka - di Ta - ka - di Ta - di Ta

When you feel confident, try singing and playing at the same time.

Tuesday 29th September

TBAT: play a rhythmic ostinato and sing at the same time

How did it go?

We practised in two groups.
Then I felt confident to play and
sing at the same time.



Laura

We sung and played together
with a steady sense of pulse.



Andeep

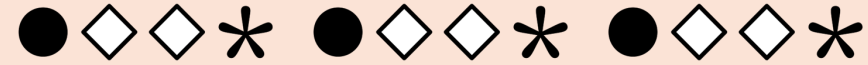
We made sure that the
instruments weren't louder than
the singing.



Lucas

Playing and singing simultaneously

A simple way to create an **ostinato** is to use **rhythms** from a song or chant.



Using **stick notation** is one way of notating an **ostinato**.

An **ostinato** can make an effective **accompaniment** to our singing.

Performing a **rhythmic ostinato** as we sing a song adds **texture** and interest to our performance.

Tuesday 29th September

TBAT: practise the joins 'if' and 'il'

different

difficult

child

children

Handwriting Repeater

A series of horizontal lines for handwriting practice. Each row consists of a solid red top line, a dashed red middle line, and a solid blue bottom line. There are four such rows provided for practice.

Computing

Tuesday 29th September

TBAT: describe how digital devices work.

digital device an object that uses computer technology to work; it stores and processes information

input data that is sent to a program to be processed

process a program, or part of a program, which is running on a computer

output the result of data processed by a computer



Digital device



Input



Process



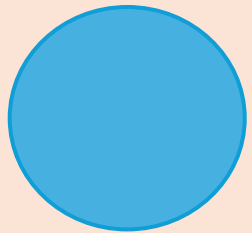
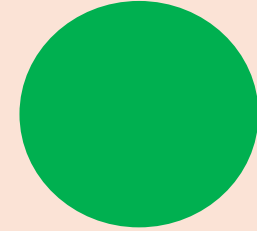
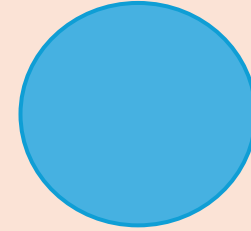
Output

3 in 3

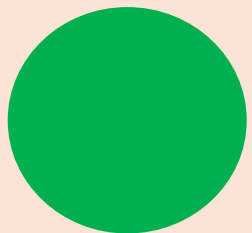
- 1) What does digital mean?
- 2) Why do we use passwords?
- 3) What is a targeted advert?

Partner talk

What different digital devices can you think of?
What can they be used for?



The digital device I know is...



It can be used for...

Compare and organise digital devices

What do these things have in common?



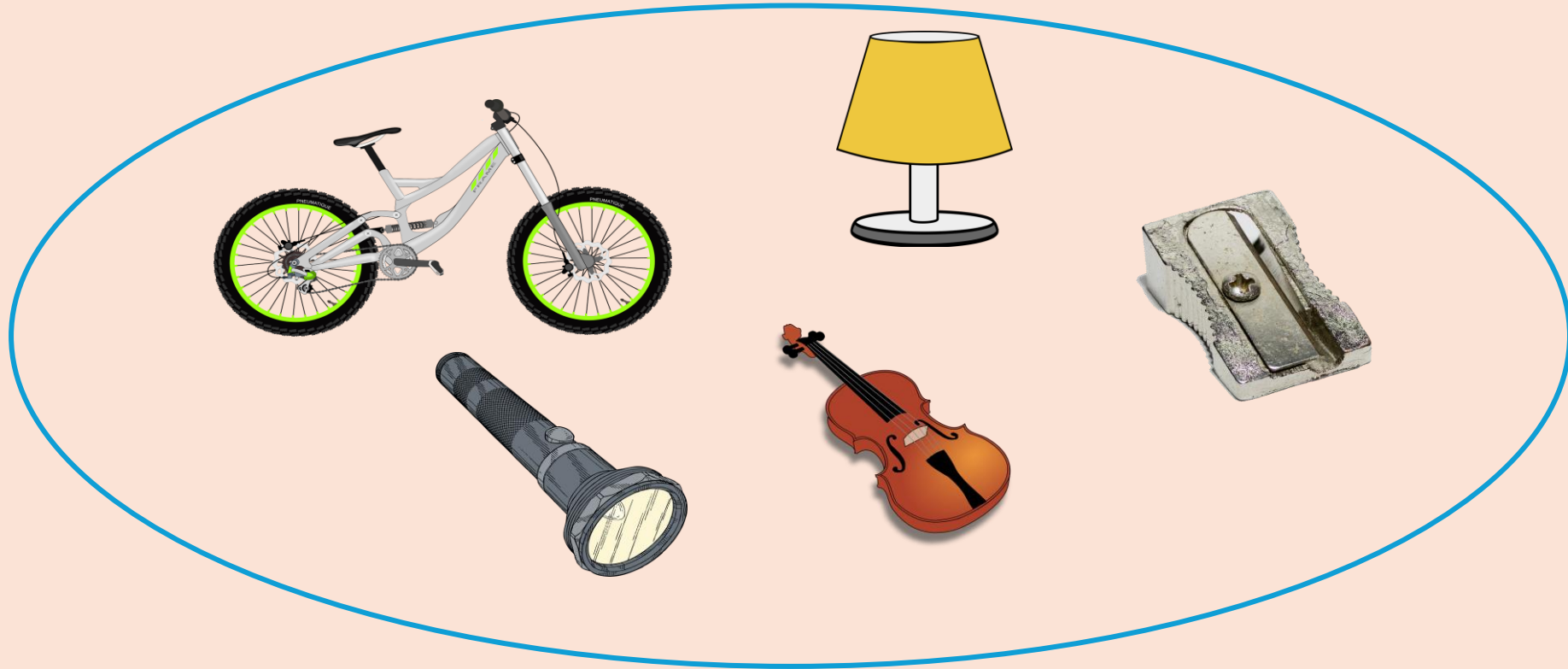
Compare and organise digital devices

What do these things have in common?



Compare and organise digital devices

These are some examples of non-digital devices.

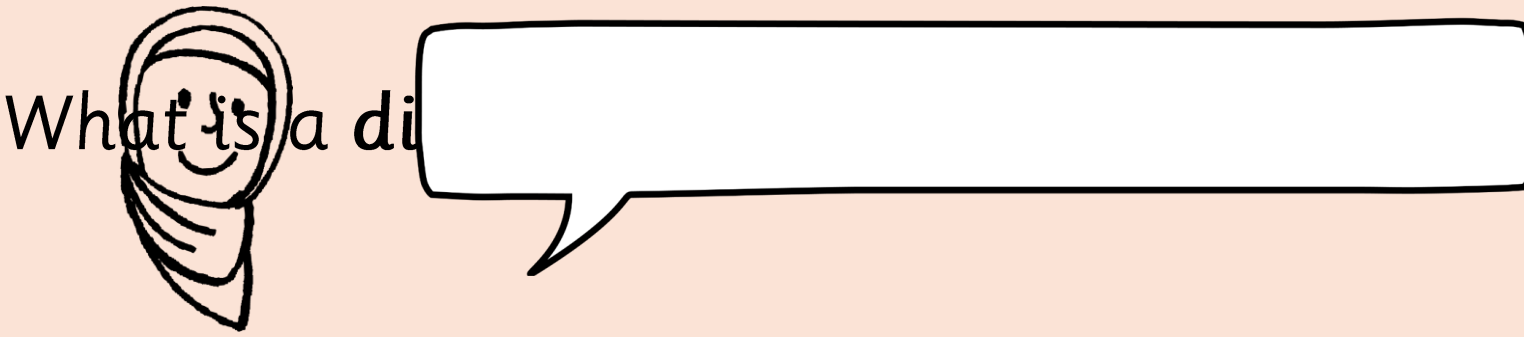


Compare and organise digital devices

These are some examples of **digital devices**.



Compare and organise digital devices



What is a di

Aisha

A **digital device** uses computer technology to work. It stores or **processes** information.

Compare and organise digital devices

What do these things have in common?



All of these things either are **digital devices** or use **digital devices** inside them to make them work.

Compare and organise digital devices

Why is a torch in
device group?



Sofia



Jacob

Compare and organise digital devices

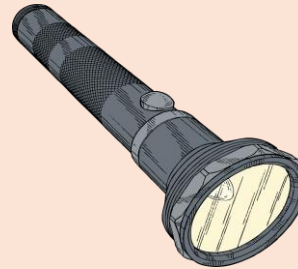
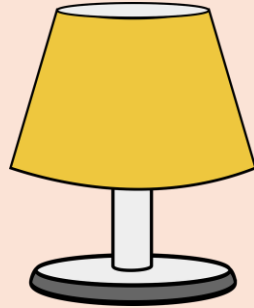
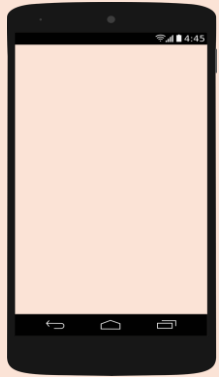
A torch is a **digital device**



A torch is an electrical device, but not a **digital device**

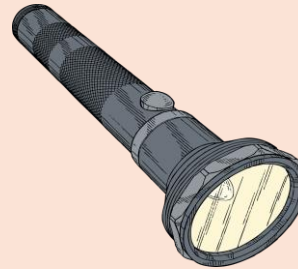
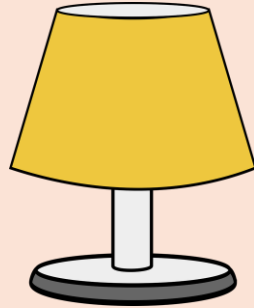
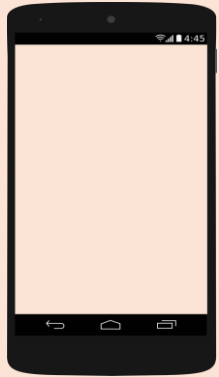
Compare and organise digital devices

Sort these items into two groups.



Compare and organise digital devices

Why did you sort them that way?

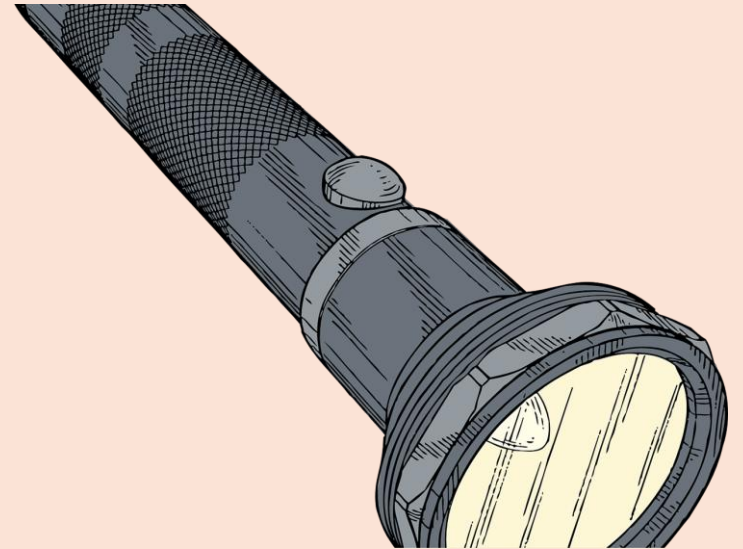


Compare and organise digital devices

They could be sorted like this:



Which of these is a digital device?
compare and organise digital devices

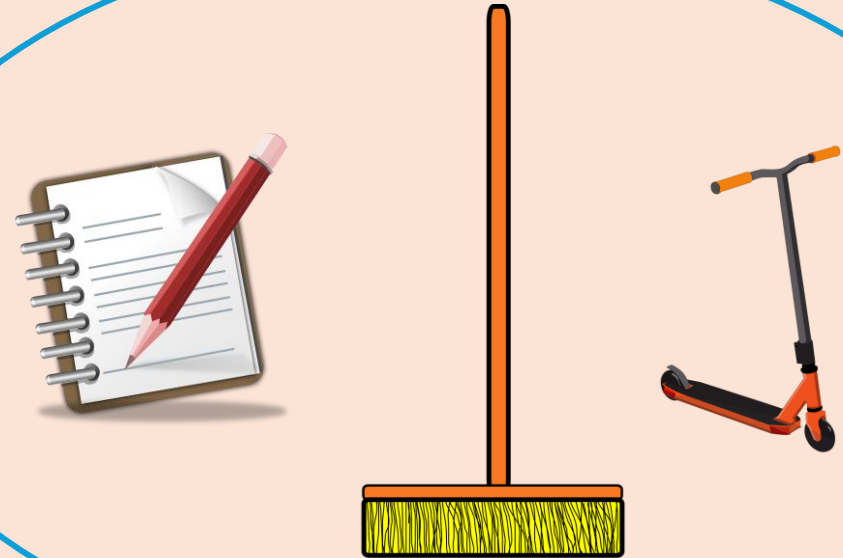


Compare and organise digital devices

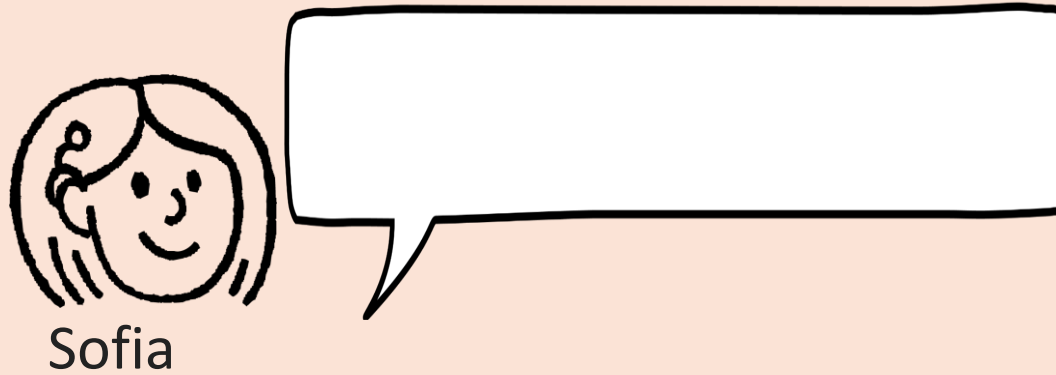
digital devices



non-digital devices



Recognise input, process and output



Input and output - BBC Teach



Inputs are items that take in information, including buttons, keys, touchscreens, cameras and microphones.

Recognise input, process and output

What is a process?



Sofia



The instructions the device follows, like performing a calculation or taking a photo.

Recognise input, process and output

What is an output



Sofia



The result of an **input** and **process**, including showing text or images on screens, playing music through speakers and switching on lights

Recognise input, process and output

Digital devices must have an **input**, **process** and **output**.



input

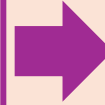
You press a button on the keyboard.



```
When 'H' key  
pressed,  
display 'H'  
  
When 'e' key  
pressed,  
display 'e'  
  
When...
```

process

The computer follows a program that tells it what to do when you press a button.

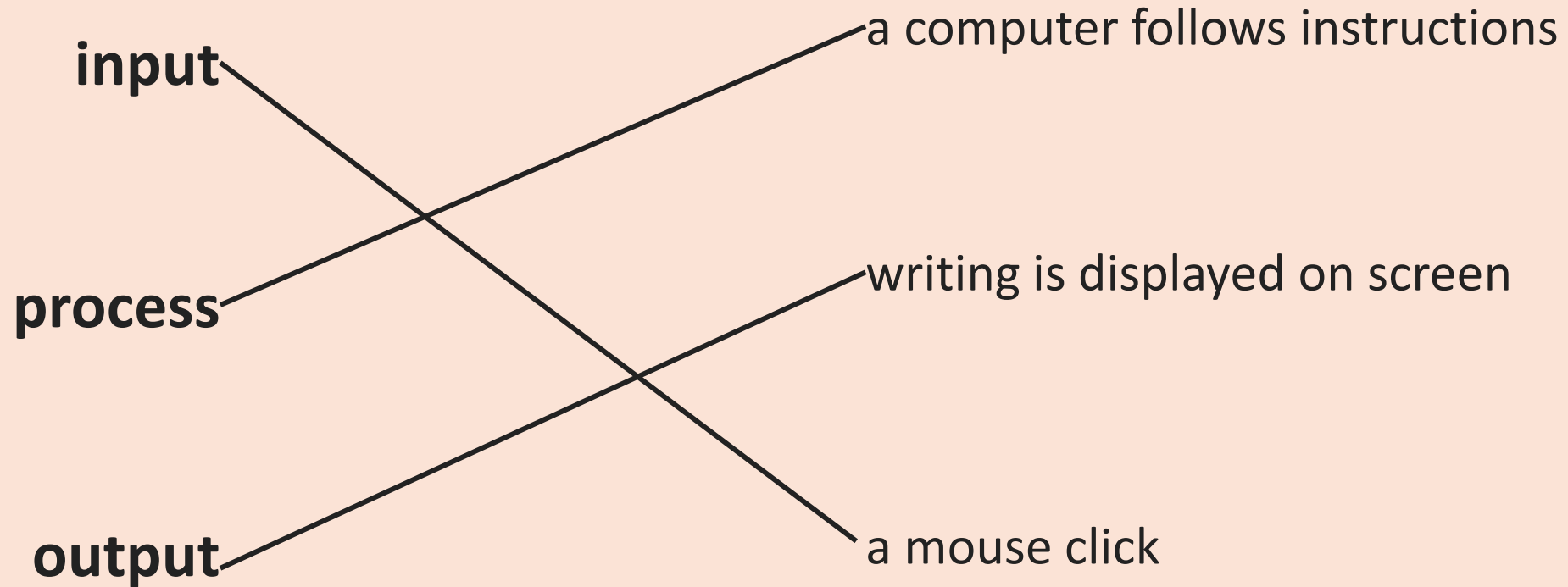


output

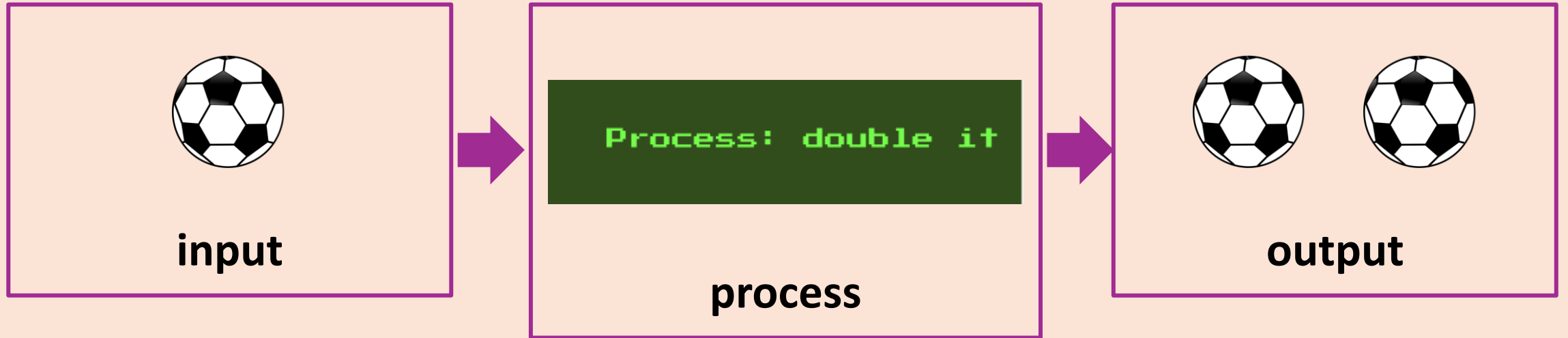
You see the letter on the screen that matches the button that you pressed.

Recognise input, process and output

Match the word to the action.



Recognise input, process and output



Recognise input, process and output

An **input** is the last thing the machine does.



An **input** is the first thing

Recognise input, process and output



The **process** of a digital camera

Recognise input, process and output

Choose one of the following **digital devices**.

Write or draw its **input**, **process** and **output**.



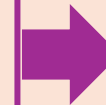
use keyboard, mouse
or touchscreen

input



computer runs a
program or task

process



something happens on
screen or a sound plays

output

Independent

Circle in green = Input devices
Circle in red = output devices

Challenge -
Write on a post
it note how input
and output
devices work.

Computers need to receive information to work.
Input devices are used to put digital information into the computer.
Information sent out of the computer is called an output.



Look at the devices shown above.

Draw a green circle around the input devices. Draw a red circle around the output devices.
Draw a blue circle around any devices that are both input and output devices.

Digital devices

A **digital device** uses computer technology to work.

It stores or processes information.

Inputs are items that take in information, including buttons, keys, touchscreens, cameras and microphones.

A **process** is the instructions the device follows, like performing a calculation or taking a photo.

Outputs are the result of an **input** and **process**, including showing text or images on screens, playing music through speakers and switching on lights.