

Monday 5th October

Morning Challenge

 
Sausage and mash with gravy.

  
Veggie sausage and mash with gravy.

 
Jacket potato. Sandwich

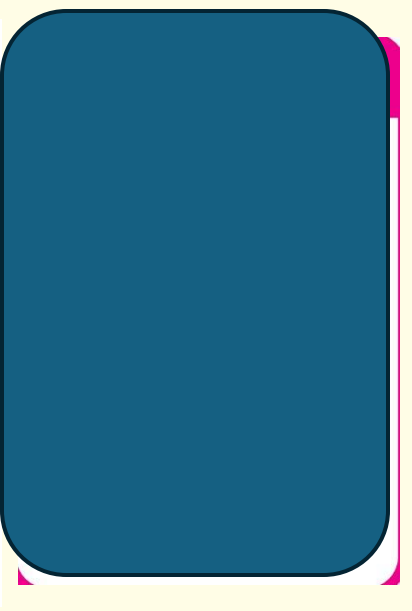
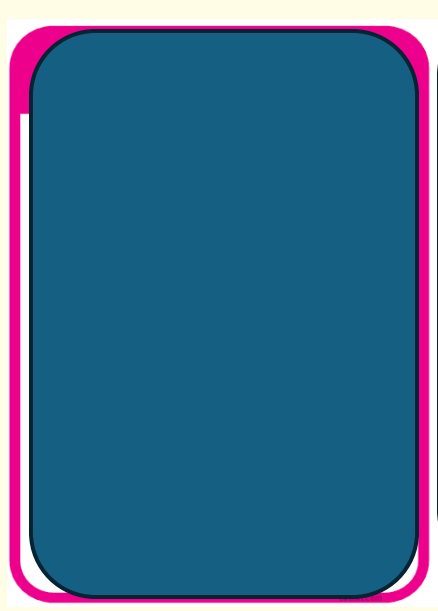
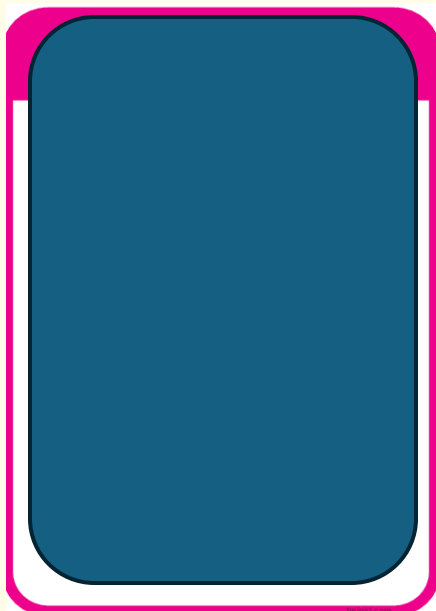
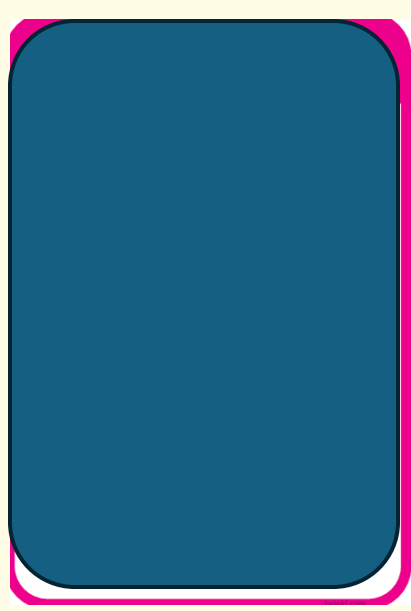
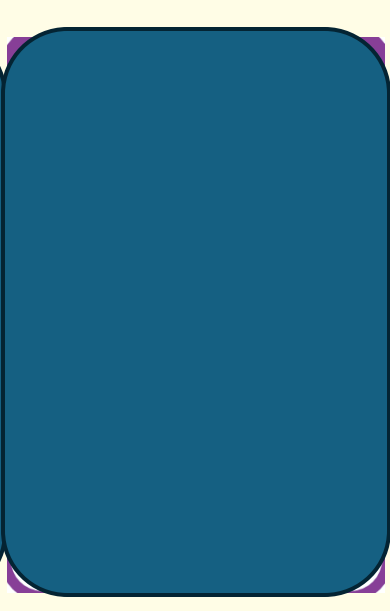
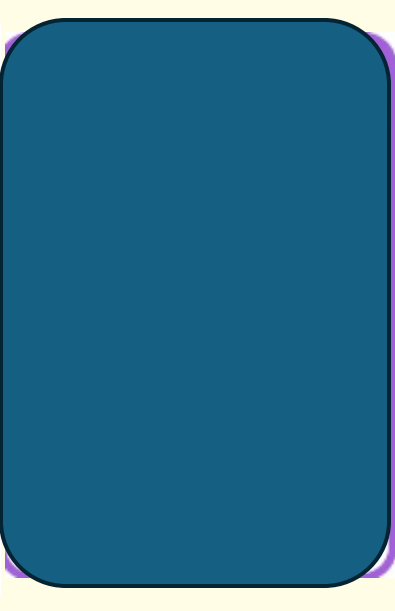
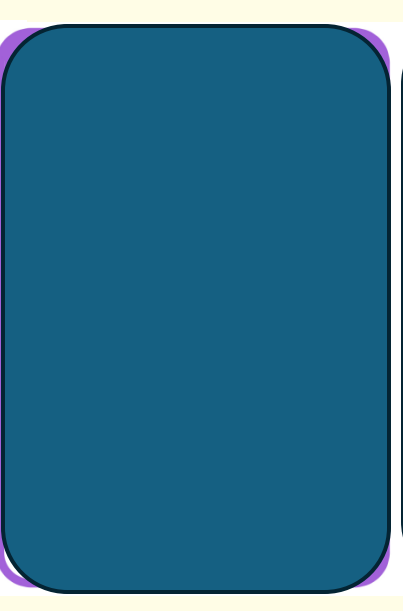
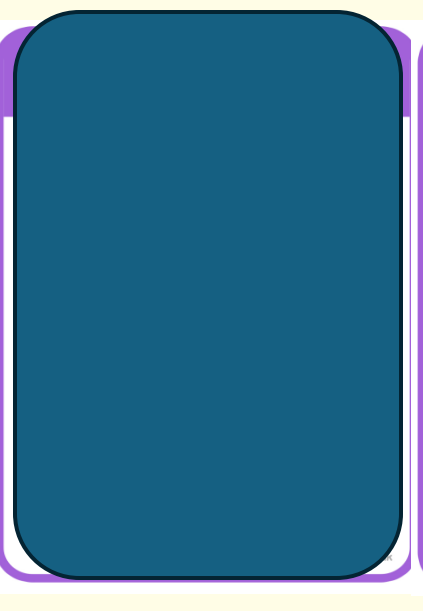
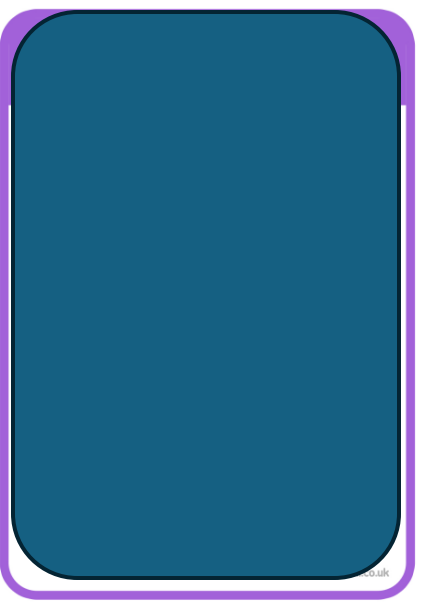
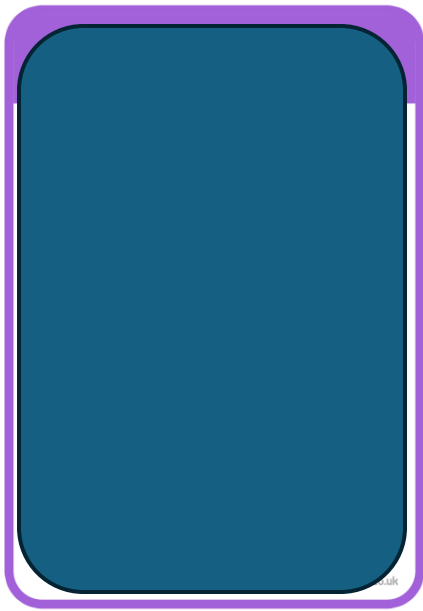
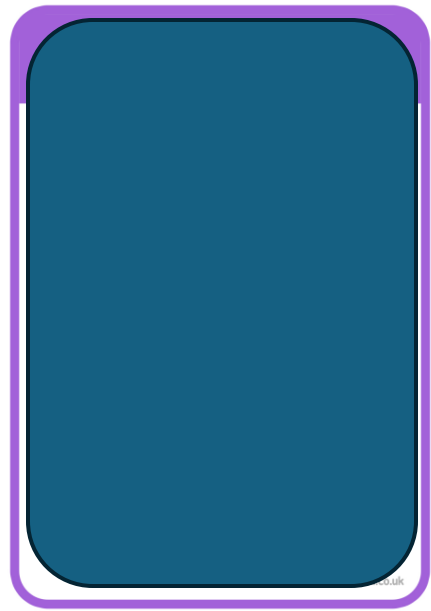


map

bad

a





Monday 5th October

TBAT: read longer phase 5 words.

li/quid

Monday 5th October

TBAT: read longer phase 5 words.

pock/et

Monday 5th October

TBAT: read longer phase 5 words.

better

Monday 5th October

TBAT: read longer phase 5 words.

vel/vet

Monday 5th October

TBAT: read longer phase 5 words.

mag/net

Monday 5th October

TBAT: read longer phase 5 words.

com/ic

Monday 5th October

TBAT: read longer phase 5 words.



all

A word card with a purple header and a white body. The word "all" is written in a bold, black, sans-serif font. A small "twinkl.com" watermark is visible in the bottom right corner of the white body.

are

A word card with a purple header and a white body. The word "are" is written in a bold, black, sans-serif font. A small "twinkl.com" watermark is visible in the bottom right corner of the white body.

Monday 5th October

TBAT: read longer phase 5 words.

r-oo-f/t-o-p

Monday 5th October

TBAT: read longer phase 5 words.

ear/r-i-ng

Monday 5th October

TBAT: read longer phase 5 words.

b-e-d/r-oo-m

Monday 5th October

TBAT: read longer phase 5 words.

farm/yard

Monday 5th October

TBAT: read longer phase 5 words.

popcorn

Monday 5th October

TBAT: read longer phase 5 words.

airport

Monday 5th October

TBAT: read longer phase 5 words.

I can see the farmyard from
my bedroom.

Monday 5th October

TBAT: read longer phase 5 words.

Listen



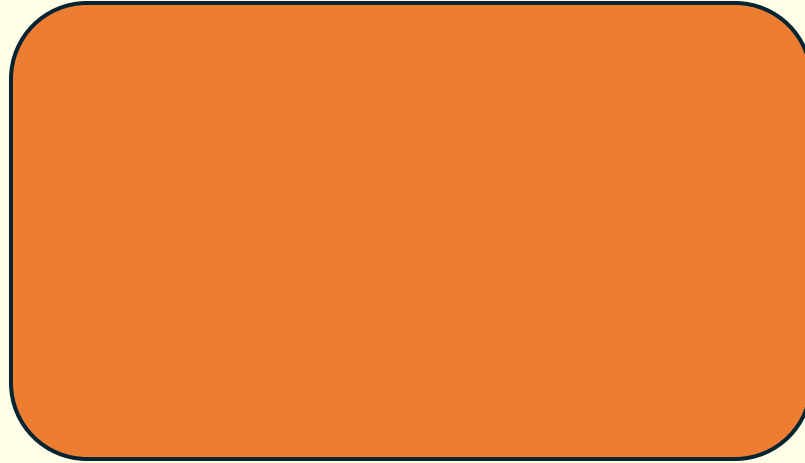
Say it



Write it



Check it



tricky
word



Monday 5th October
TBAT: use inference skills.

Key vocabulary

Inference - to use clues to figure something out.

Tiger - a large wild cat.

Doorbell - a bell that rings when someone is at the door.

Visitor - someone who comes to visit.

Tea - an evening meal.

Drank - past tense of drink.



Monday 5th October

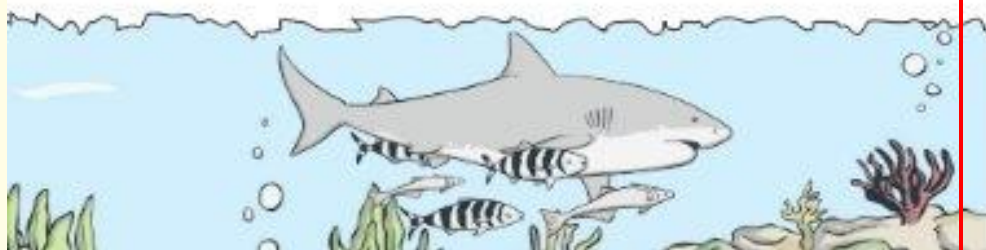
TBAT: use inference skills.

3 in 3

The Great White Shark

9 Great white sharks are at the top of the
16 ocean's food chain. They are the biggest
25 fish on our planet which eat other fish and
33 animals. They are known to live between 30
44 and 100 years old and can be found in all of
52 the world's oceans but they are mostly found
59 in cool water close to the coast.

66 They get their name from their white
73 underbelly even though they are mostly grey.
81 The great white shark has been known to
92 grow up to 6 metres long and have up to 300
101 sharp teeth in 7 rows. Their amazing sense of
109 smell allows them to hunt from miles away
118 for prey, such as seals, rays and small whales.



Questions



1. Find and copy the adjective that the author uses to describe the shark's sense of smell.



2. Where are most great white sharks found?



3. Why do you think that the great white shark is at the top of the ocean's food chain?



4. Number these facts from 1-3 to show the order they appear in the text.

- ☐ They live between 30 and 100 years.
- ☐ They can grow up to 6 metres long.
- ☐ They have up to 300 teeth.

Monday 5th October
TBAT: use inference skills.

Inference

We look for clues and think carefully.

A detective doesn't always see the answer. They have to use clues to work it out.



Monday 5th October
TBAT: use inference skills.

For example, if you see someone with a raincoat and umbrella, you can infer that it is raining outside.



Monday 5th October

TBAT: use inference skills.



Once there was a little girl called Sophie,
and she was having tea with her mummy,
in the kitchen.

Suddenly there was a ring at the door.



Sophie's mummy said,
"I wonder who that can be."

It can't be the milkman
because he came this morning.



And it can't be the boy from the grocer
because this isn't the day he comes.



And it can't be Daddy
because he's got his key.

We'd better open the door
and see."

Monday 5th October

TBAT: use inference skills.

Sophie opened
the door, and
there was a big,
furry,
stripy tiger.
The tiger said,
"Excuse me, but
I'm very hungry.
Do you think
I could have
tea with you?"
Sophie's mummy
said, "Of course,
come in."



So the tiger came into the kitchen and sat down at the table.

Monday 5th October

TBAT: use inference skills.

Sophie's mummy said, "Would you like a sandwich?"
But the tiger didn't take just one sandwich.
He took all the sandwiches on the plate
and swallowed them in one big mouthful. Owp!

And he still looked hungry,
so Sophie passed him the buns.



Monday 5th October

TBAT: use inference skills.

But again the tiger didn't eat just one bun.

He ate all the buns on the dish.

And then he ate all the biscuits

and all the cake,

until there was nothing

left to eat on the table.

So Sophie's mummy said,

"Would you like a drink?"

And the tiger drank

all the milk in the milk jug

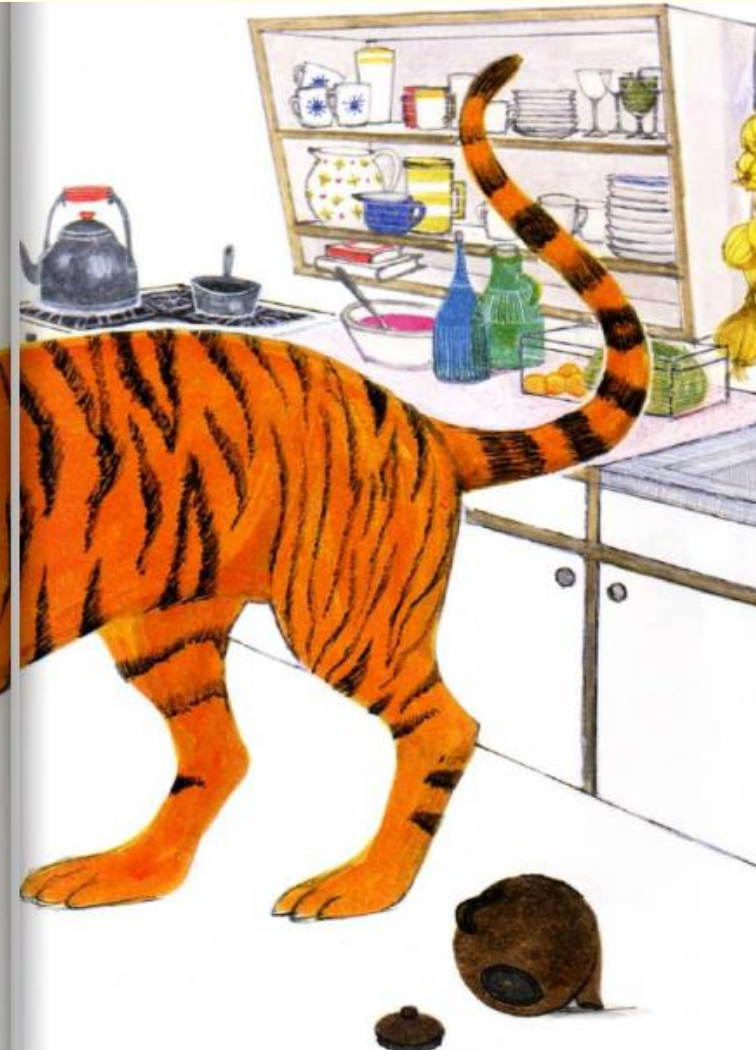
and all the tea in the teapot.



Monday 5th October
TBAT: use inference skills.



And then he looked round the kitchen



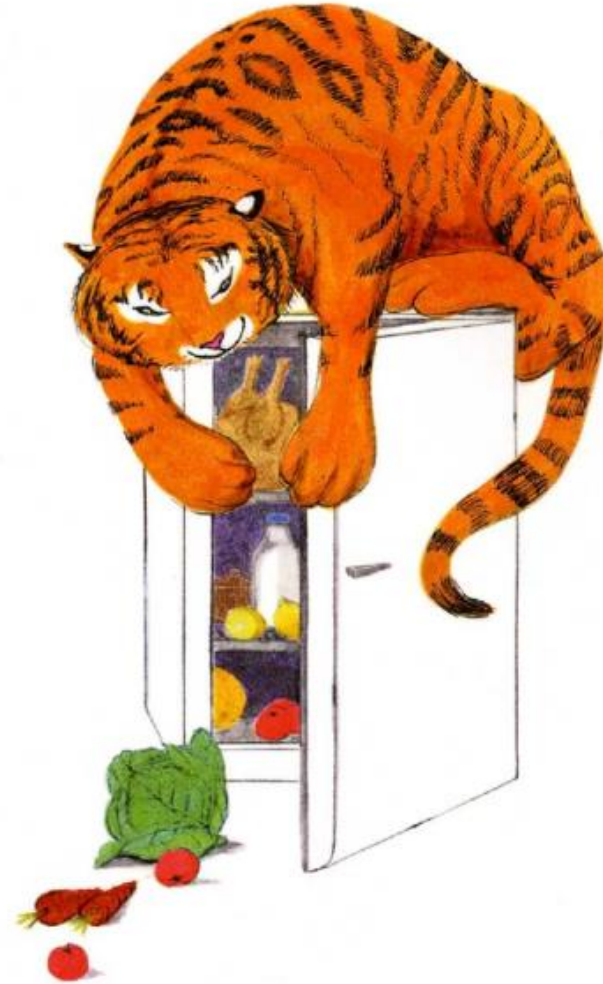
to see what else he could find.

Monday 5th October

TBAT: use inference skills.



He ate all the supper
that was cooking in the saucepans . . .



. . . and all the food in the fridge,

Monday 5th October
TBAT: use inference skills.

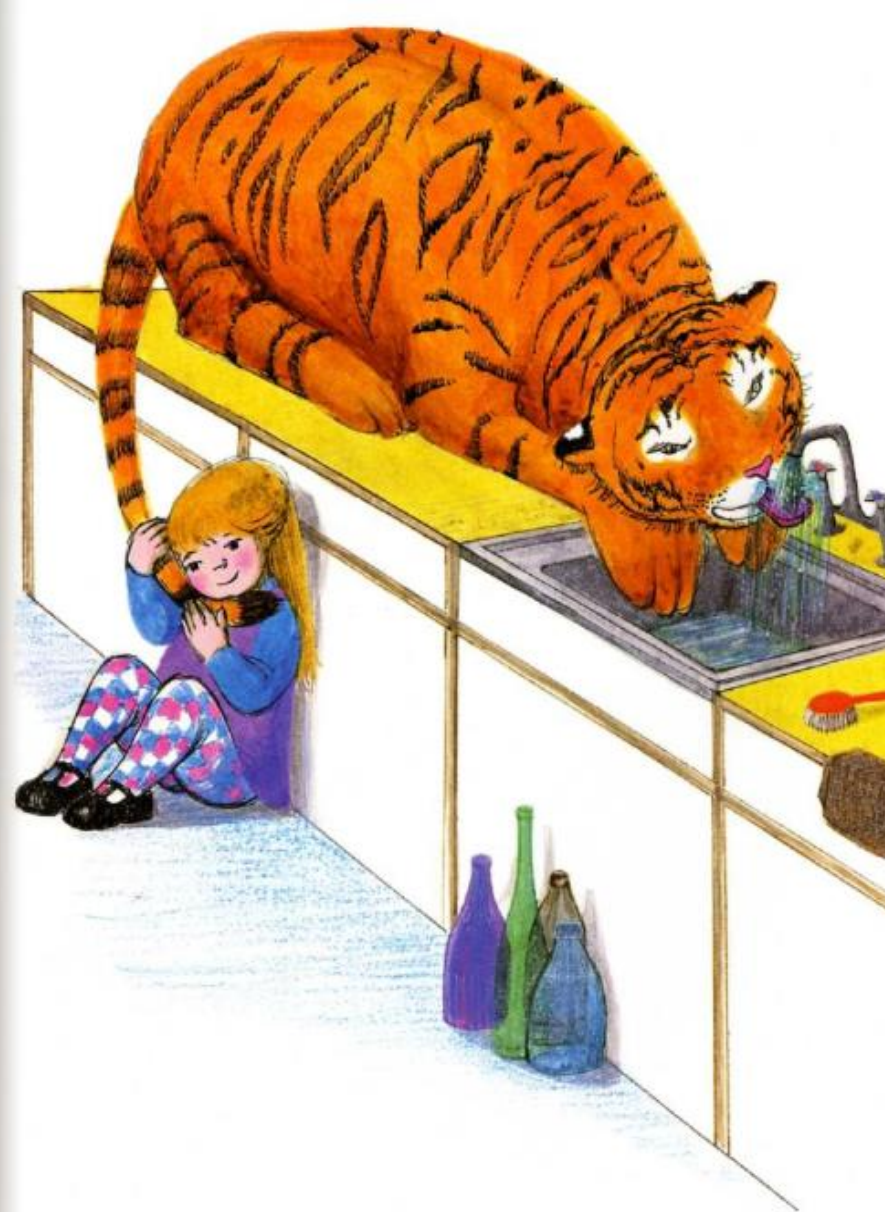


... and all the packets and tins in the cupboard

Monday 5th October

TBAT: use inference skills.

... and he drank all the milk,
and all the orange juice,
and all Daddy's beer,
and all the water in the tap.



Monday 5th October

TBAT: use inference skills.



Then he said,
"Thank you for my nice tea.
I think I'd better go now."
And he went.



Sophie's mummy said, "I don't know what to do.
I've got nothing for Daddy's supper, the tiger has
eaten it all."

Monday 5th October

TBAT: use inference skills.



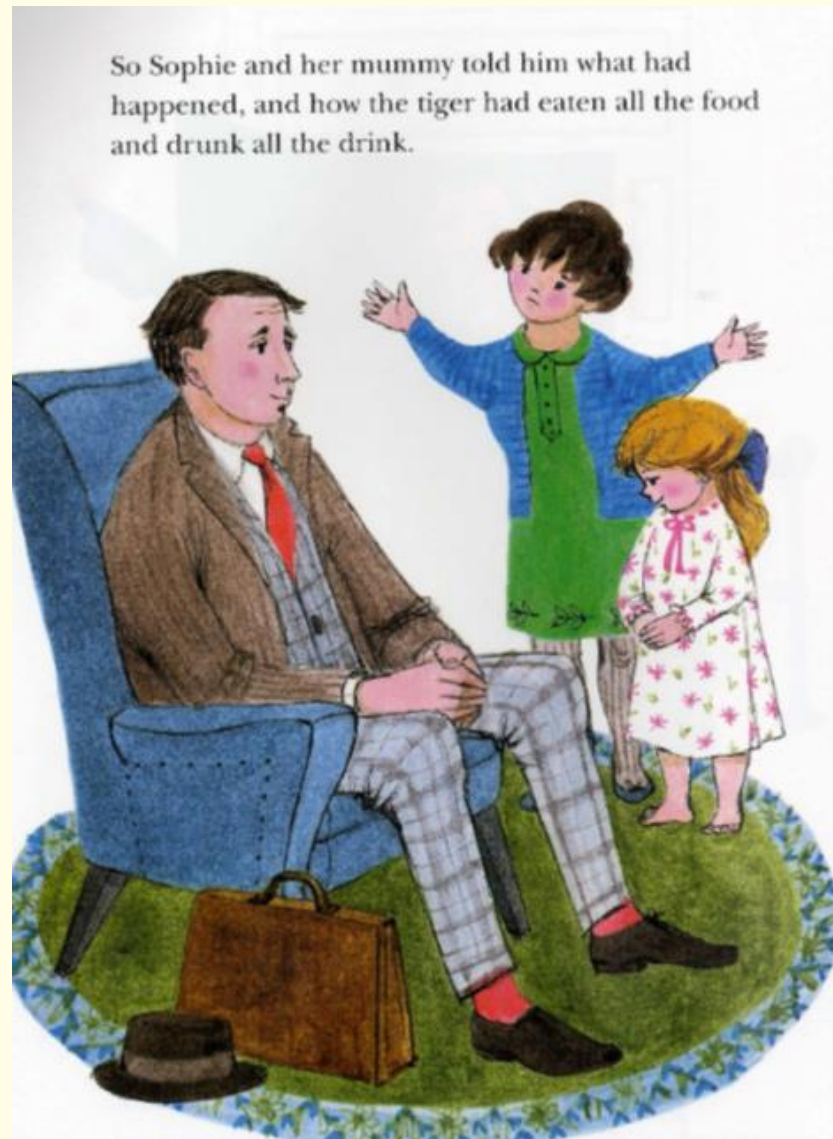
And Sophie found she couldn't have her bath
because the tiger had drunk all the water in the tap.



Just then Sophie's daddy came home.

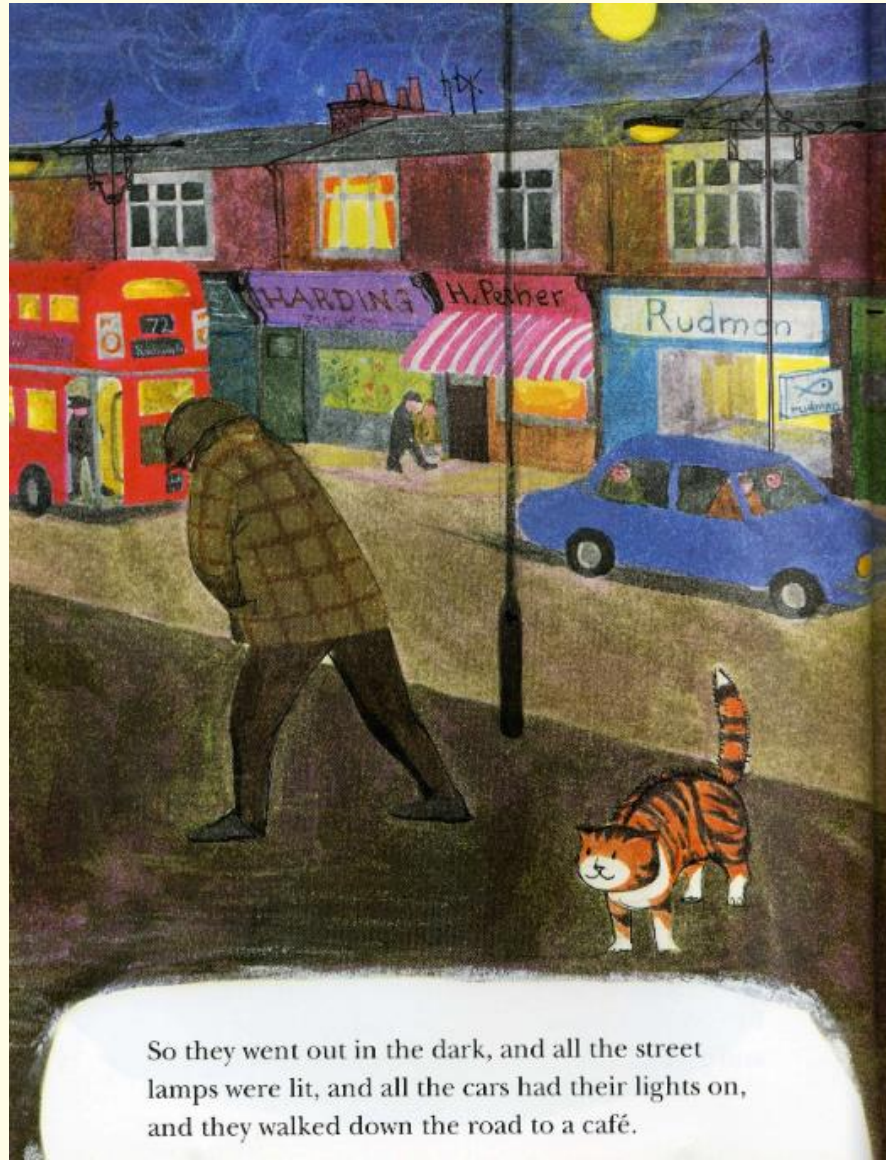
Monday 5th October

TBAT: use inference skills.

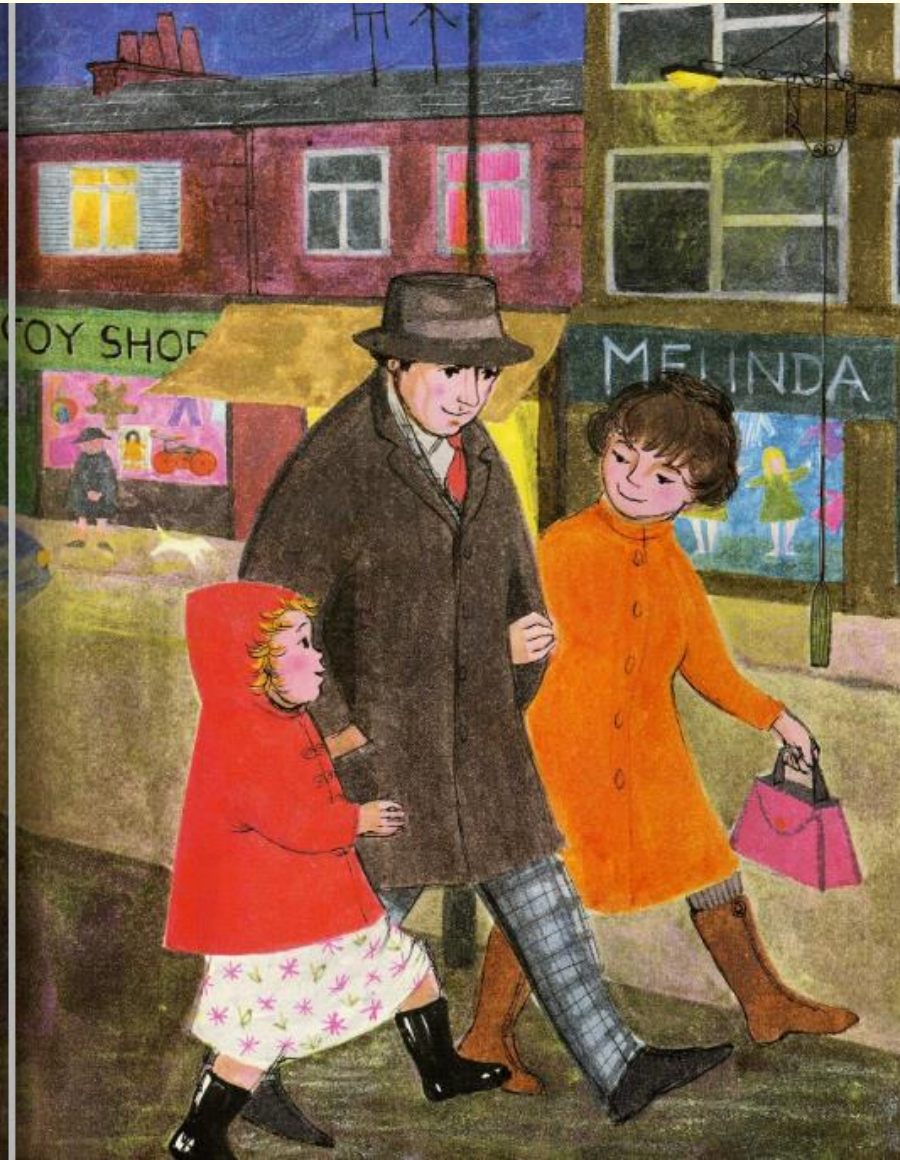


Monday 5th October

TBAT: use inference skills.



So they went out in the dark, and all the street lamps were lit, and all the cars had their lights on, and they walked down the road to a café.



Monday 5th October

TBAT: use inference skills.



And they had a lovely supper
with sausages and chips and ice cream.



In the morning
Sophie and her mummy
went shopping
and they bought
lots more things to eat.

And they also bought
a very big tin of
Tiger Food,
in case the tiger should
come to tea again.



But he never did.

Monday 5th October
TBAT: use inference skills.

Multiple choice questions

1. Which words tell us the tiger is polite?

Thank you Hello

Monday 5th October
TBAT: use inference skills.

Multiple choice questions

2. Where had Sophie's daddy been?

At work

Out for a run

Monday 5th October
TBAT: use inference skills.

Multiple choice questions

3. What did Sophie and her Mum do for if the Tiger came back?

Bought more food

Locked the door

Monday 5th October
TBAT: use inference skills.

Inference

We look for clues and think carefully.

A detective doesn't always see the answer. They have to use clues to work it out.



Monday 5th October
TBAT: use inference skills.

How do you think the Tiger was feeling?

I think the Tiger was feeling...

How do you know this?

I know this because...



Monday 5th October

TBAT: use inference skills.

In books:

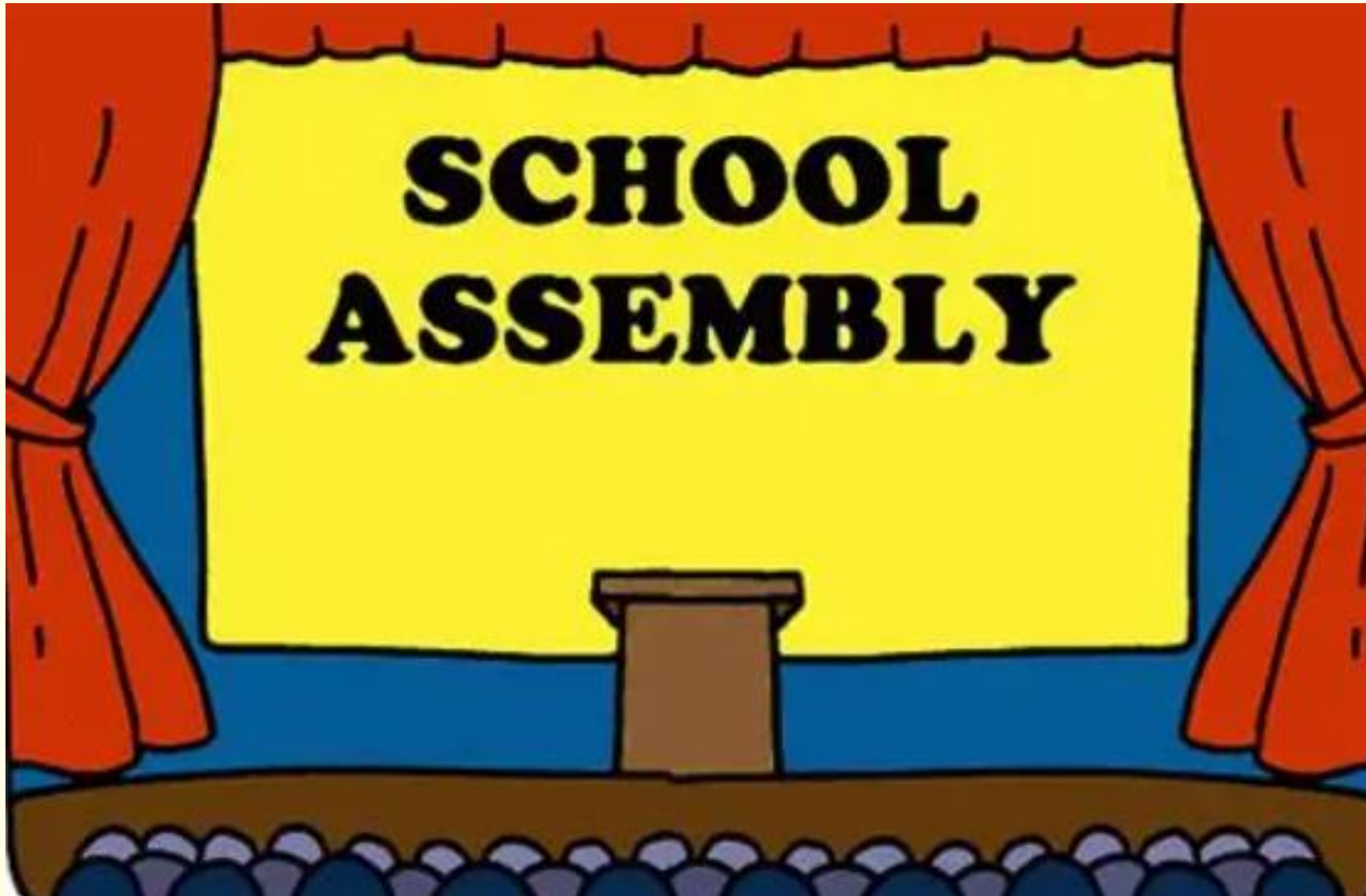
How do you think Sophie is feeling? Why do you think that?



I think Sophie is feeling

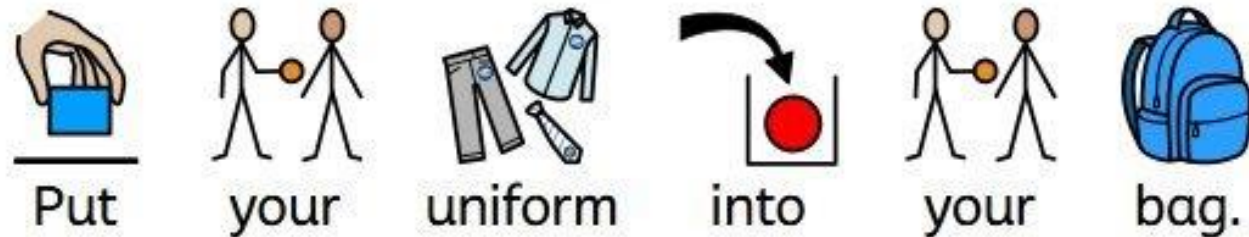
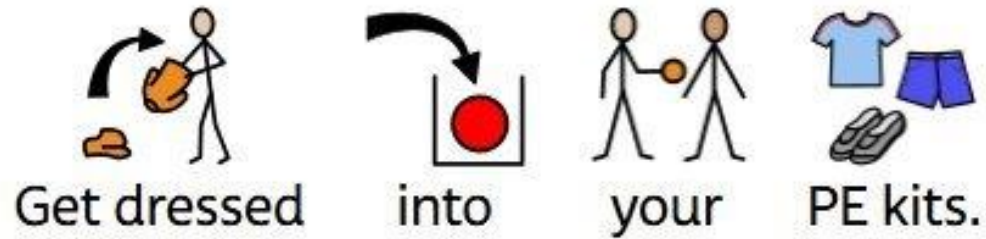
I think this because |

Assembly 10am



Monday 5th October

TBAT: use speaking and listening skills to lead a partner.



Get Set Building

Oracy survey
group

Independent tasks

Narrative Zone

Sequence the story.



Maths Zone

Subtraction towers.
Build a tower out of cubes and subtract the right amount.

Building With Cubes: Addition & Subtraction Within 20 Task Cards

14 Build 11 cubes.
Subtract 4.

How many are left?

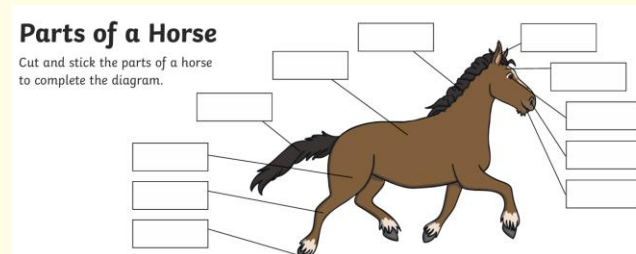
$11 - 4 = \square$



Discovery Den

Match the animals to their feature.

Label the animals structure.



Creation Station
Draw the tiger.
Label the features.



Monday 5th October

Q: Can I describe and compare the structure of animals?

True or false?
Amphibians are
cold blooded.

3 in 3

1. Which of these animals is an **amphibian**?



2. True or false? Amphibians have feathers.

3. How do fish breathe?

Monday 5th October

Q: Can I describe and compare the structure of animals?

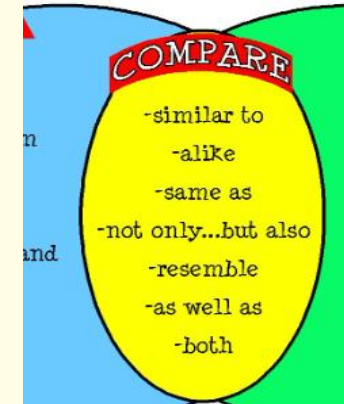
animal



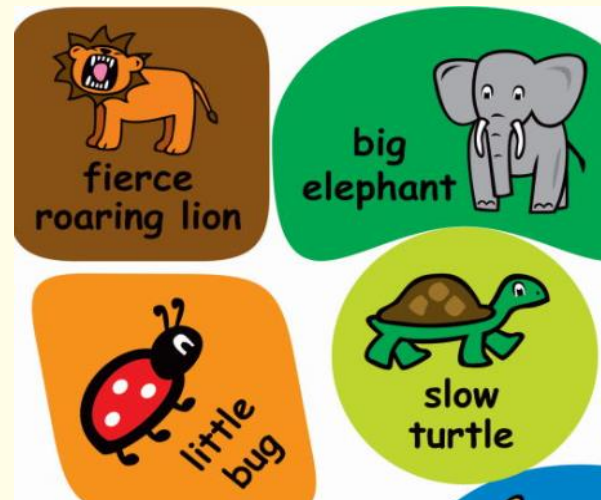
structure

describe

compare



body part



Monday 5th October

Q: Can I describe and compare the structure of animals?

The world is full of lots of different **animals**.



bear



crow



frog



fish

Do all animals look the same?



Thumb Up



Thumb Down

Monday 5th October

Q: Can I describe and compare the structure of animals?

Different **animals** have different **body parts**. This horse has a head, two eyes, a mouth, four legs and a tail.



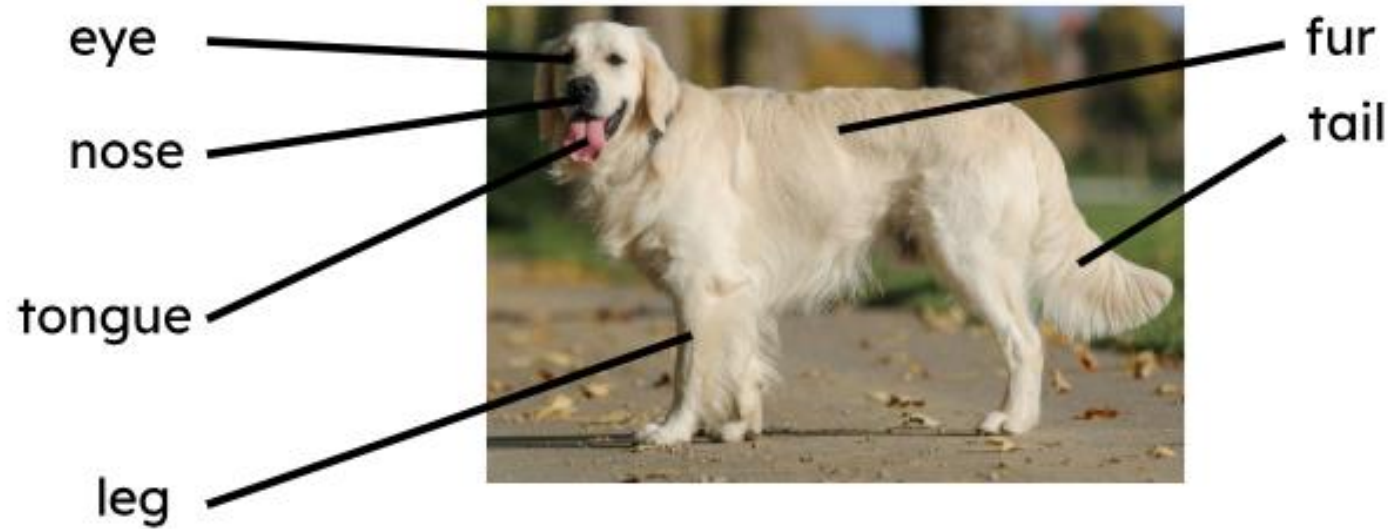
The parts of an animal's body are called its **structure**.

Monday 5th October

Q: Can I describe and compare the structure of animals?

Talk
Partners:

Look at the **structure** of this dog.



What different **body parts** can you see?

Monday 5th October

Q: Can I describe and compare the structure of animals?

This fish has a different body **structure** to a horse and a dog because it has different **body parts**.



Look closely to see which body parts you can observe.

Monday 5th October

Q: Can I describe and compare the structure of animals?



Thumb Up



Thumb Down

True or false?

All animals have the same body parts.

T True

F False ✓

I think this because ...

- a** different animals look different and have different body parts. ✓
- b** animals are different sizes.

Monday 5th October

Q: Can I describe and compare the structure of animals?

Different **body parts** help **animals** to do different things.



frog

The strong legs of a frog help it to jump.



woodpecker

A woodpecker has a long beak to help it to reach its food. 

Monday 5th October

Q: Can I describe and compare the structure of animals?

Alligators have big mouths with lots of sharp teeth to help them to catch their food.



alligator

Owls have large wings that are covered in feathers to help them to fly quickly and quietly.



owl

Monday 5th October

Q: Can I describe and compare the structure of animals?

An anteater is an **animal** that has a very long nose to help to reach the ants and other insects that it eats.



anteater

Monday 5th October

Class task:

Q: Can I describe and compare the structure of animals?

1. Label the different body parts of these two animals.



lion



frog



Monday 5th October

Q: Can I describe and compare the structure of animals?

Animals can be **described** based on the **structure** of their bodies.

A giraffe has four legs, a tail and a long neck. A line of spiky hair runs along its neck and back. On its head it has a mouth, two eyes, two ears, two nostrils and two blunt horns.



giraffe

Monday 5th October

Q: Can I describe and compare the structure of animals?

Describing an **animal** can help others understand what an animal looks like or tell them apart from other animals.

This animal has four legs, a long nose and its back is covered with prickly spines.



hedgehog



Sofia

Which animal is Sofia describing?

Thinking time.....
Partner talk.

Monday 5th October

Q: Can I describe and compare the structure of animals?

Thinking time.....
Partner talk.

Alex observes an animal in his garden one night. He **describes** it to his parents.



badger

This garden animal has black and white fur. It has four legs, claws for digging and long nose for finding food.



Alex

Which animal is Alex describing?

Monday 5th October

Q: Can I describe and compare the structure of animals?

Which of these animals has four legs, tusks, big ears and a long trunk?



hedgehog

a



elephant

b



turtle

c



Monday 5th October

Q: Can I describe and compare the structure of animals?

We can **compare** how many legs these **animals** have.



crocodile



crow



snake



koala

These animals
have four legs.



human

These animals
have two legs.



salmon

These animals
have no legs.

Monday 5th October

Q: Can I describe and compare the structure of animals?

These **animals** all have bodies that are covered in feathers.



robin



owl



golden eagle

What else do you observe about the **structure** of these animals?



Monday 5th October

Q: Can I describe and compare the structure of animals?

Task:

2. Sort the animals into these different groups.

animals

horse
human
clownfish
tuna
lizard
snake
pigeon
crow
frog
newt

groups

- a) no legs, two legs and four legs
- b) wings and no wings
- c) gills and no gills
- d) scales and no scales

