# Tuesday 10th November

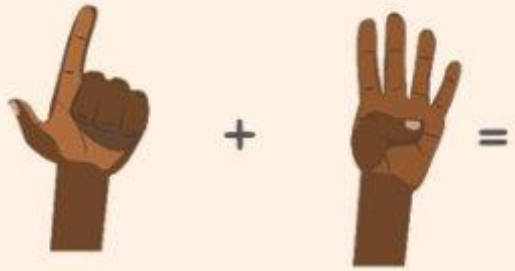
## Morning Challenge

Which are even?



Which is more?



 +  =

Which are odd?



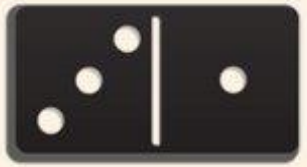
Which is less?





3 + 2 =

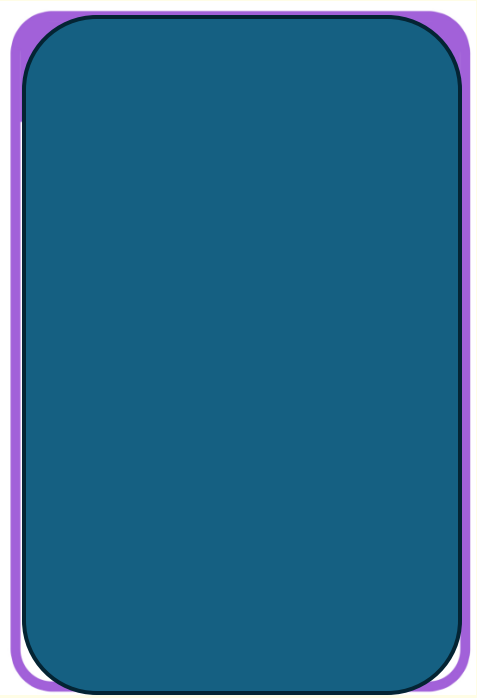
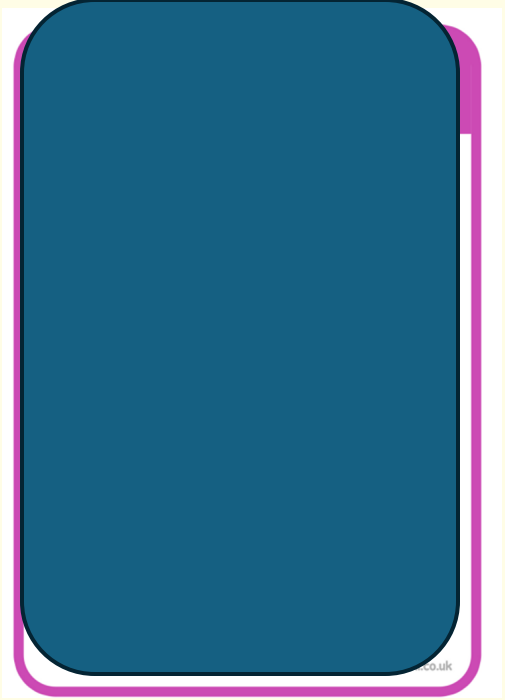
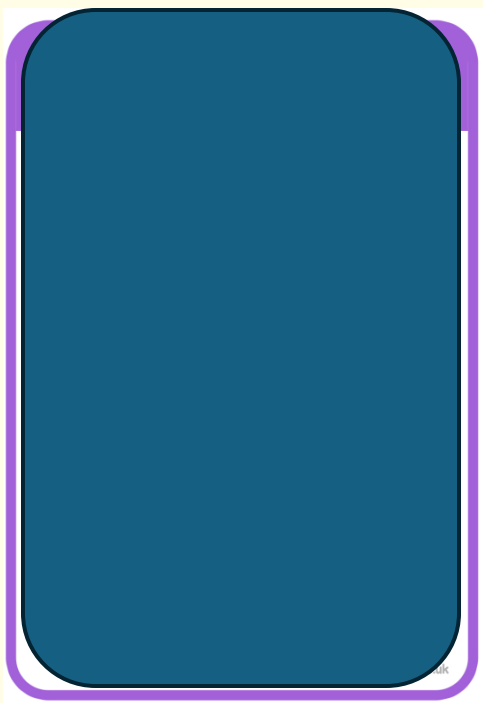
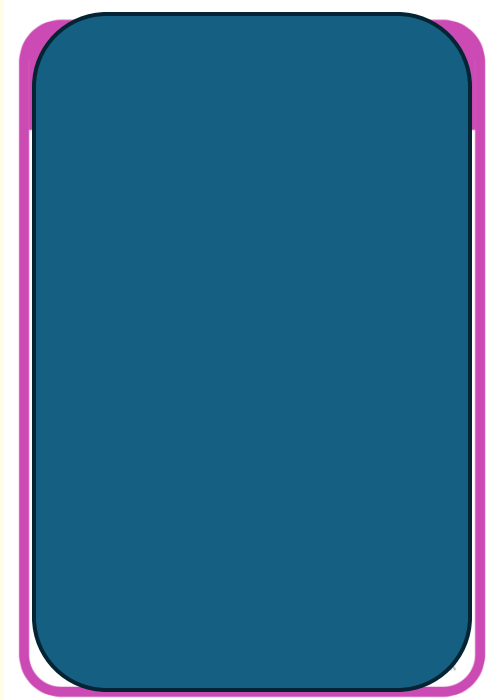
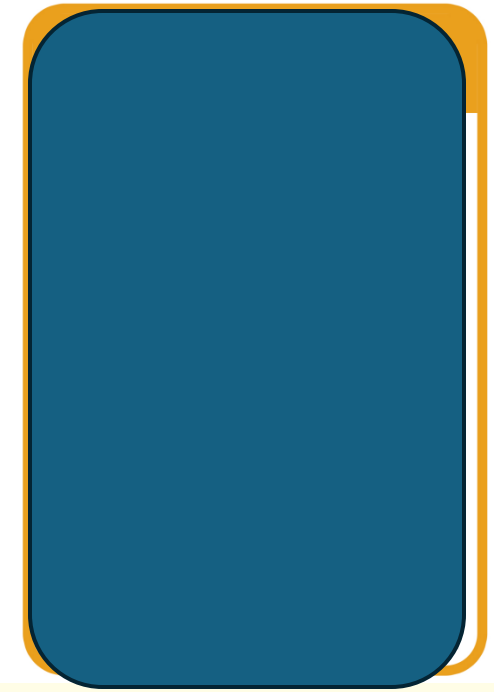
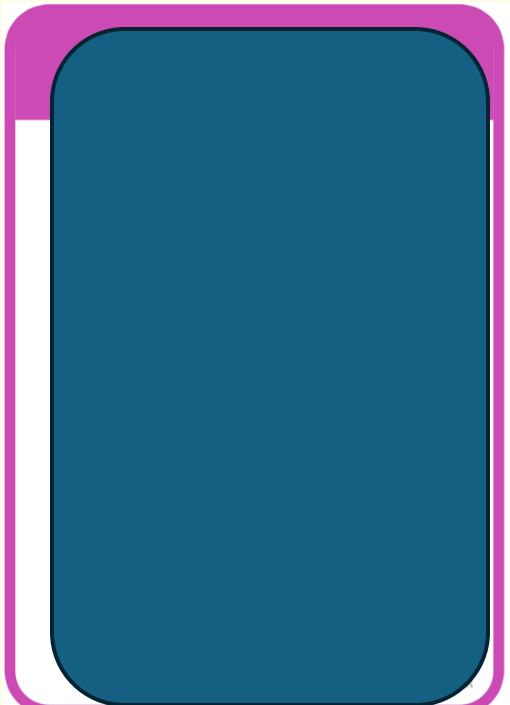
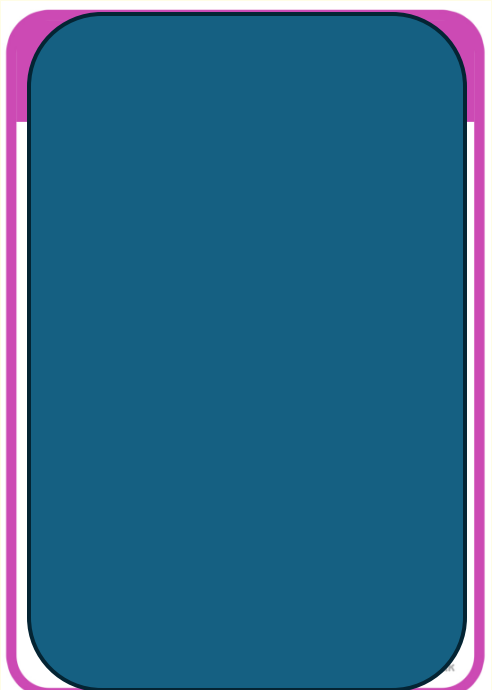
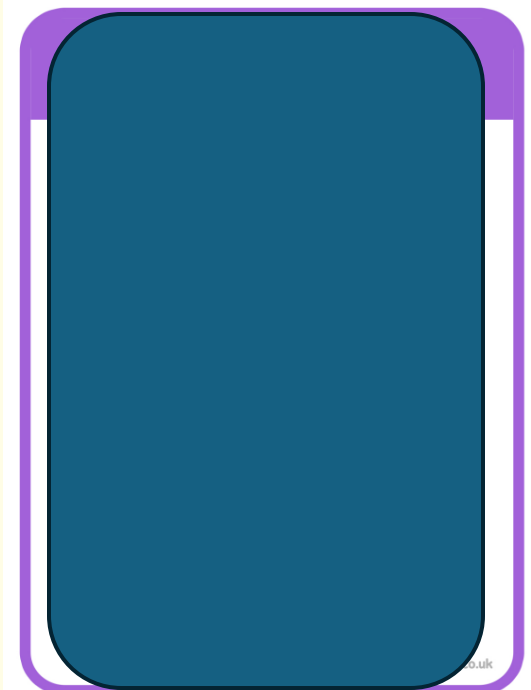
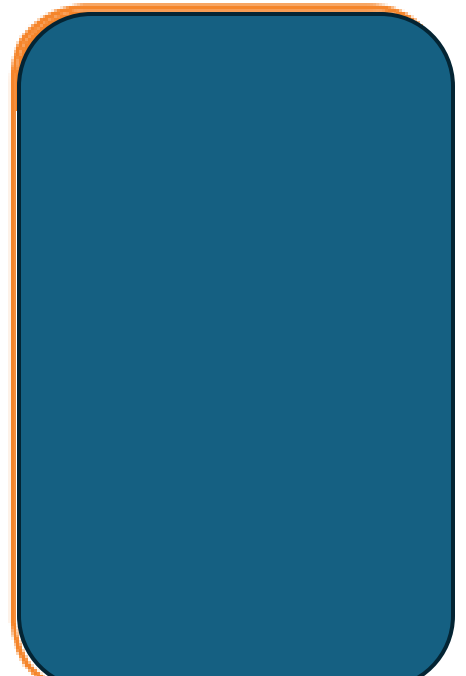
Is the total odd or even?



Complete.

☐ = ☐

☐ + ☐ = 5

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

open

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

post

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

unicorn

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

spoil

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

thunder

Tuesday 10th November

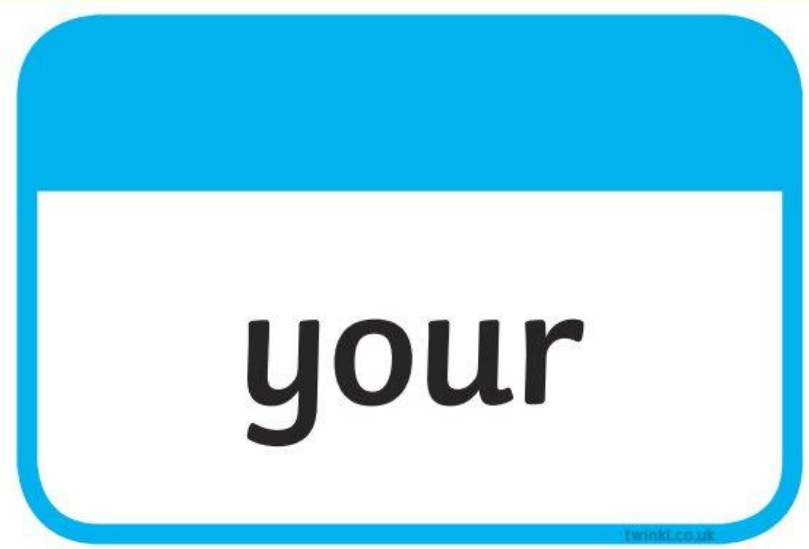
TBAT: read and learn igh/ i/ words.

stamp

Tuesday 10th November

TBAT: read and learn igh/ i/ words.







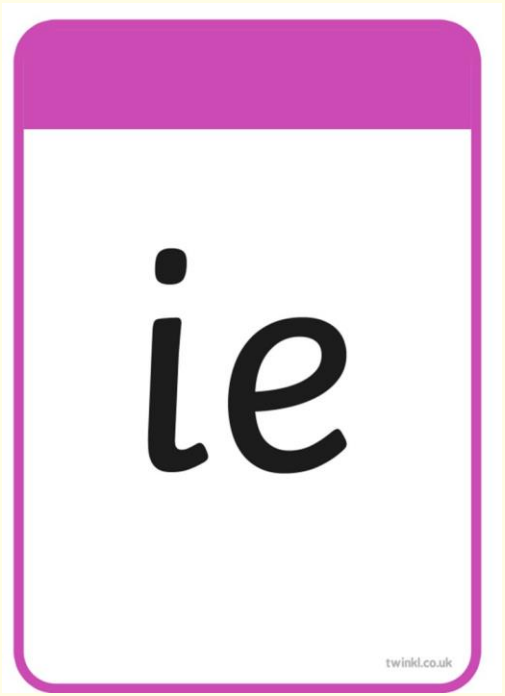


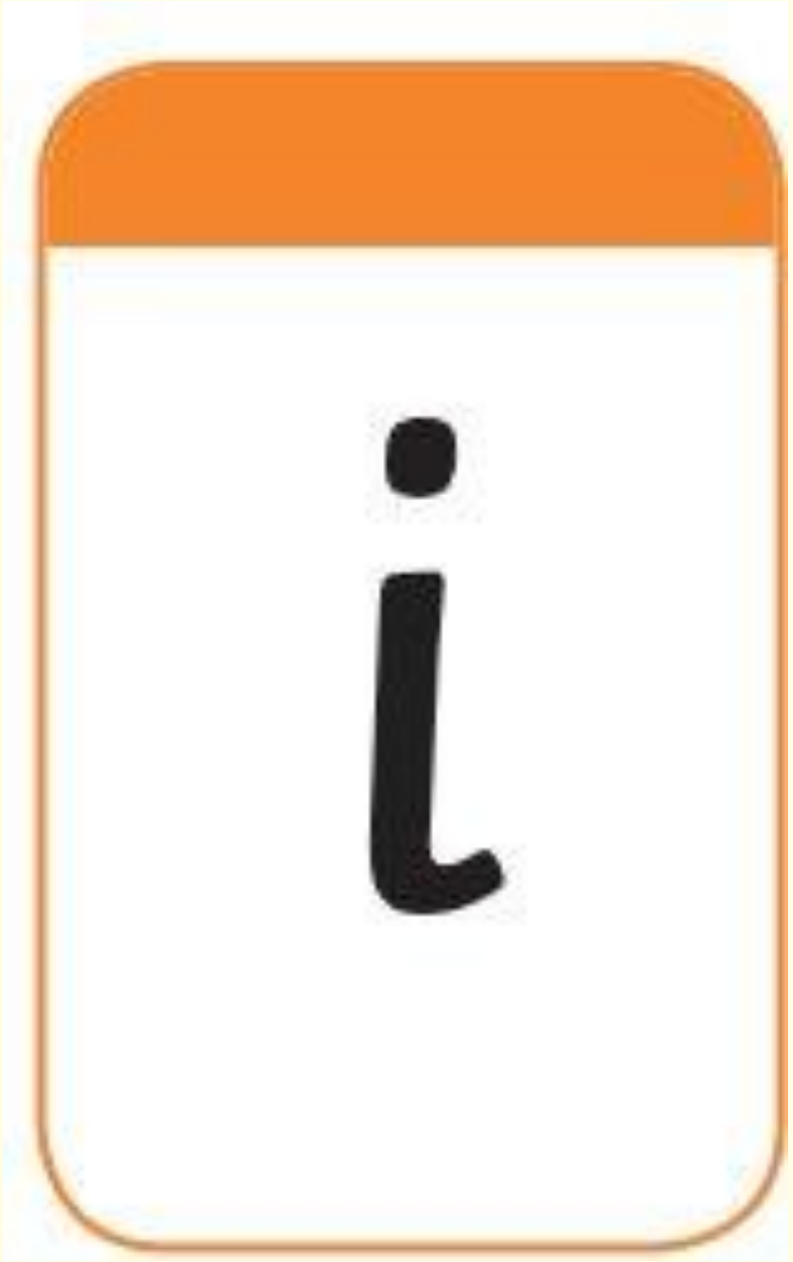



Tuesday 10th November

TBAT: read and learn igh/ i/ words.






Tuesday 10th November

TBAT: read and learn igh/ i/ words.

ch-i-l-d

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

w-i-l-d

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

k-i-n-d

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

tiger

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

spider

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

find

Tuesday 10th November

TBAT: read and learn igh/ i/ words.




Mrs Green went to the shop for a drink.

Tuesday 10th November

TBAT: read and learn igh/ i/ words.

I found a spider in my post!

Tuesday 10th November

TBAT: read and learn igh/ i/ words.




Write a sentence using these words.

Tuesday 10th November

TBAT: use interesting vocabulary when acting out a scene.

## 3 in 3

What word means the **place where we learn**?

| | |
|---|---|
| **school** | **skill** |

2. What phrase means **come**?

| | |
|---|---|
| *Get here!* | *Go away!* |

3. What phrase means **ours**?

| | |
|---|---|
| *It belongs to us.* | *Lunch lasts for 60 minutes.* |

Which sentence uses we correctly? Explain why.

| |
|---|
| *Are these we toys.* |
| *Are we there yet?* |

Tuesday 10th November

TBAT: use interesting vocabulary when acting out a scene.

How many words can you think of for:

run

shout

Order the words from the most likely to be used to least likely to be used.

The best word is... because

Tuesday 10th November

TBAT: use interesting vocabulary when acting out a scene.



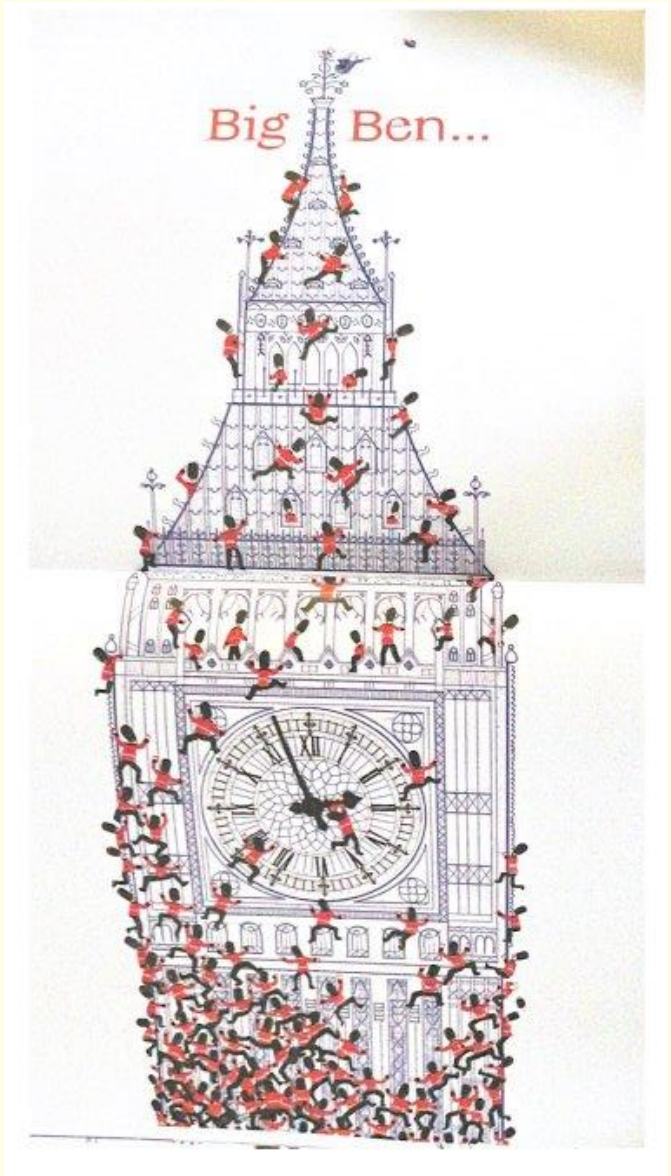
How do you think the Queen felt when her hat was swept away?

What might she have said?

Act it out with your partner.

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TBAT: use interesting vocabulary when acting out a scene.

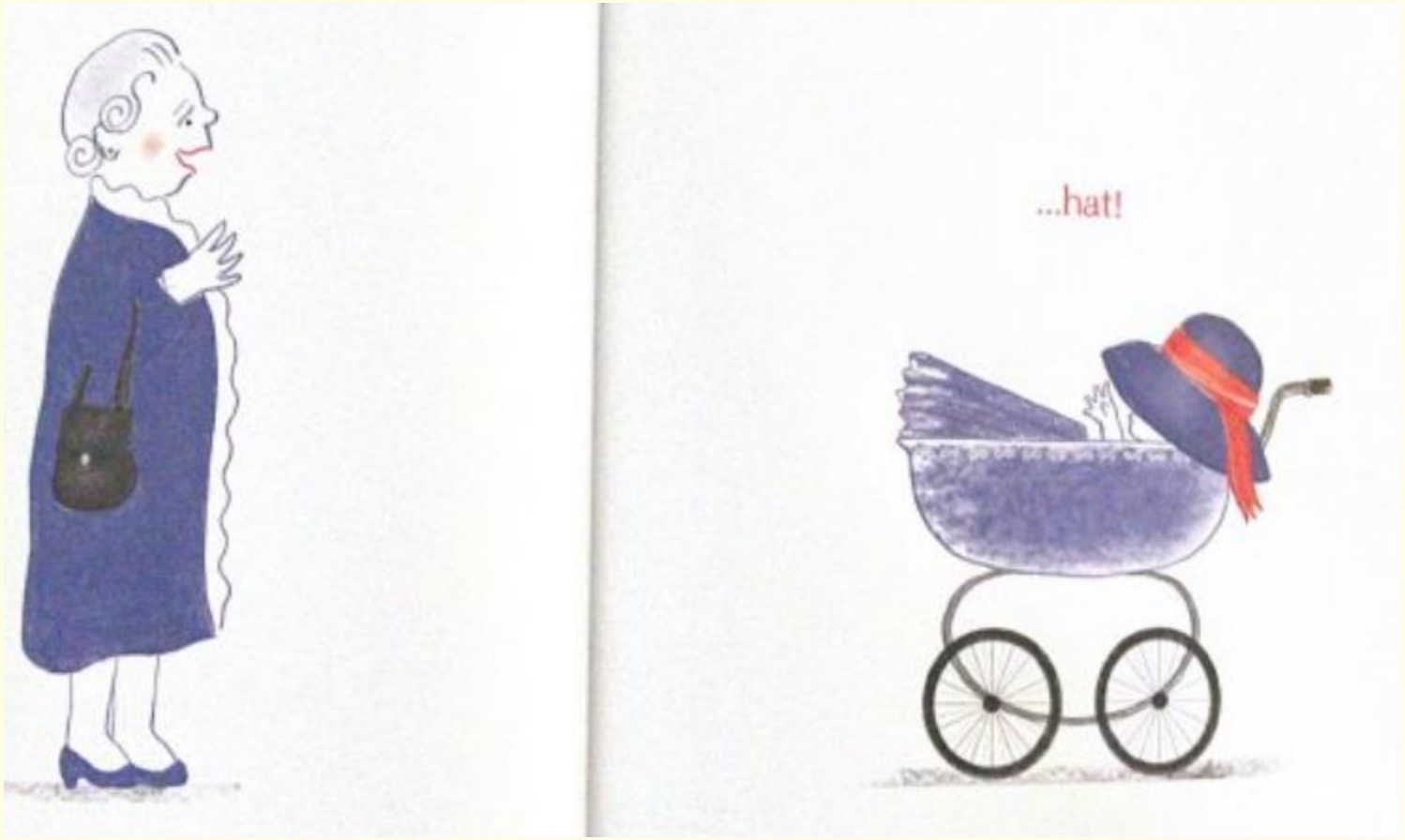



How do you think the soldiers felt when they were climbing up Big Ben?

Tell your partner what they might be saying.

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TBAT: use interesting vocabulary when acting out a scene.



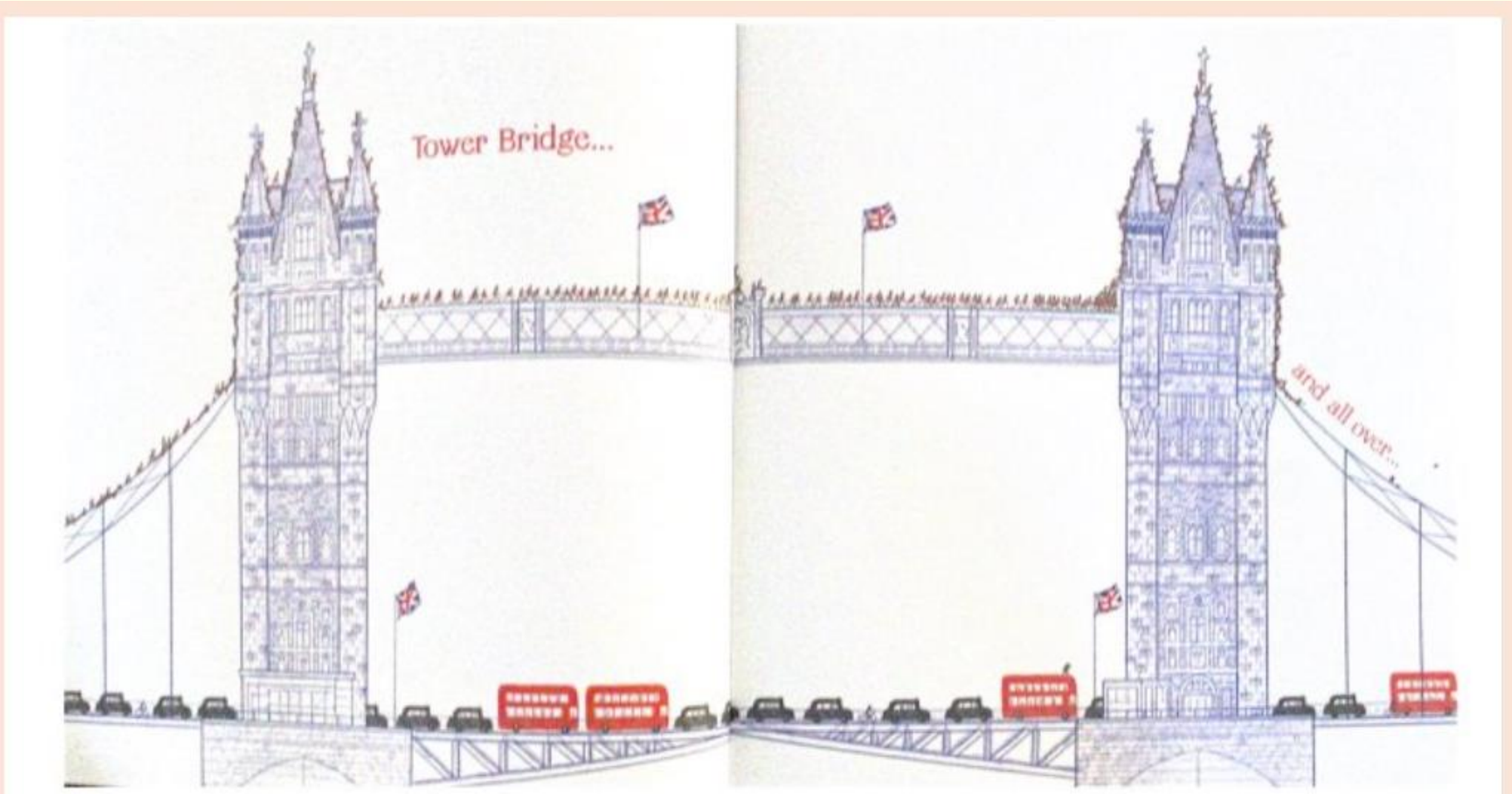

What do you think the Queen said when she found her hat?

How did she feel?

Tuesday 10th November

TBAT: use interesting vocabulary when acting out a scene.

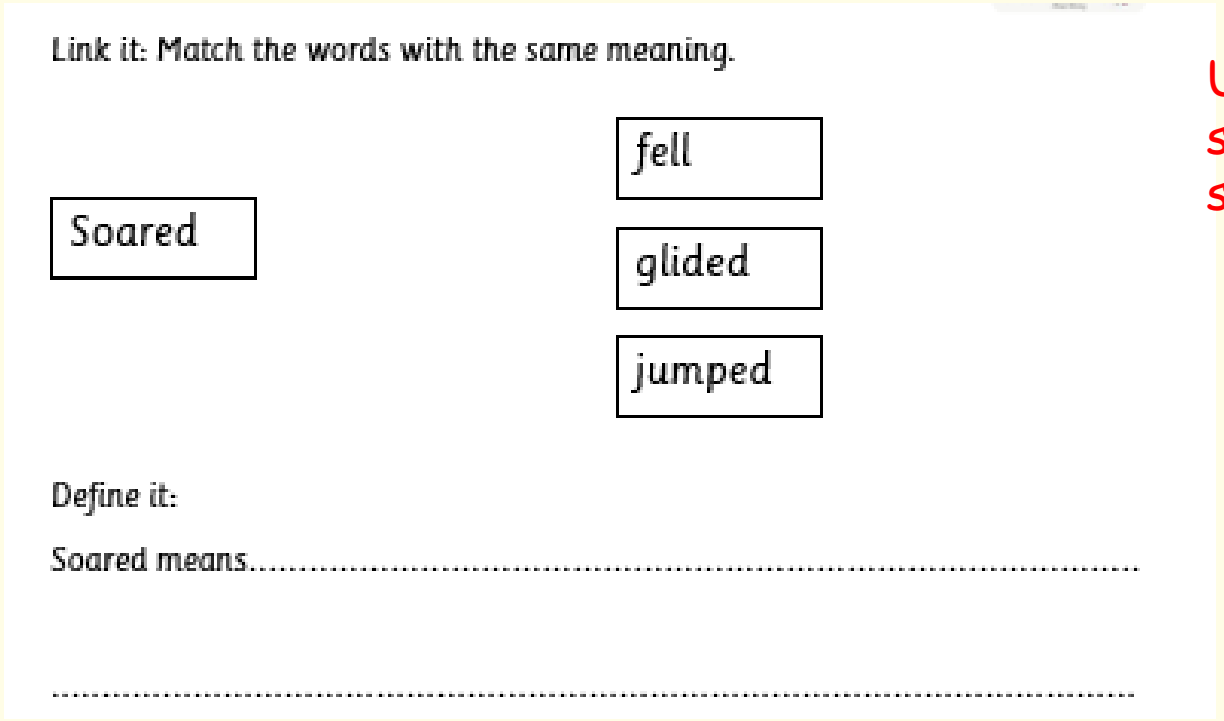
The Queen's hat ***soared*** all over London, how did it move?



Tuesday 10th November

TBAT: use interesting vocabulary when acting out a scene.

# In your book:



Link it: Match the words with the same meaning.

| | |
|---|---|
| Soared | fell |
| | glided |
| | jumped |

Define it:

Soared means.....

.....

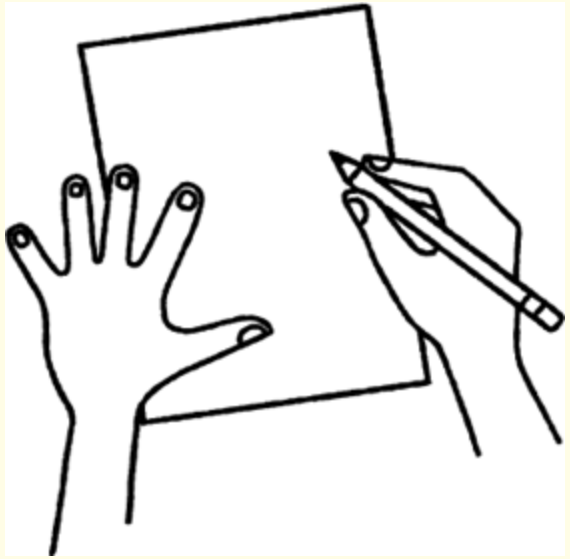
Use the word soared in your own sentence.

# Tuesday 10th November
# TBAT: form the lower case letters u, y and j.

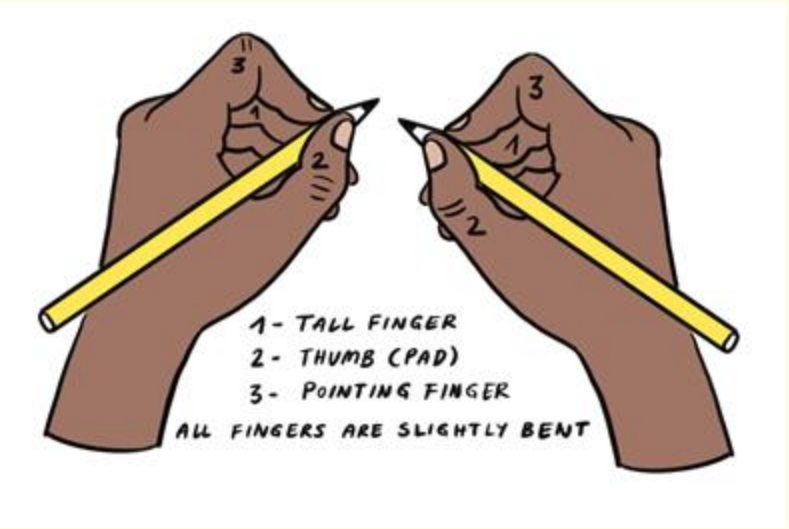
Before we start, what are these pictures reminding you to do?



- 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

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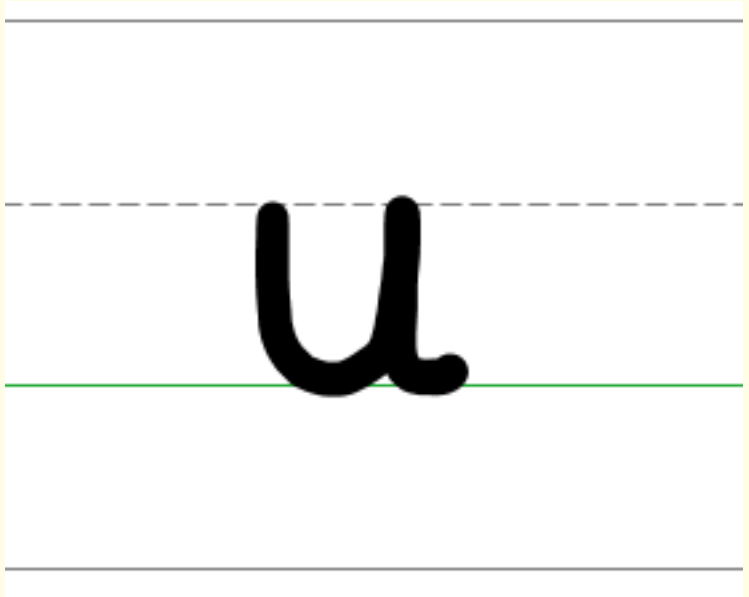
TBAT: form the lower case letters u, y and j.

The letter u is an **x-height letter**.

The letter u is a small letter.

It does not have an **ascender**.

The letter u finishes with a flick.



Tuesday 10th November

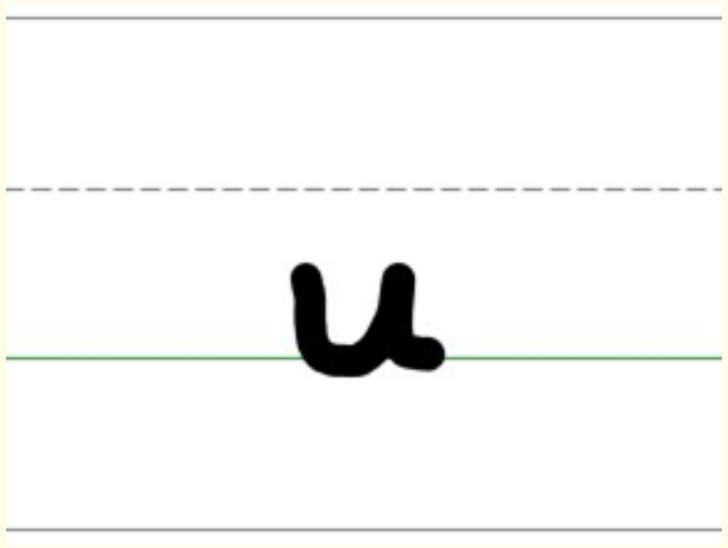
TBAT: form the lower case letters u, y and j.



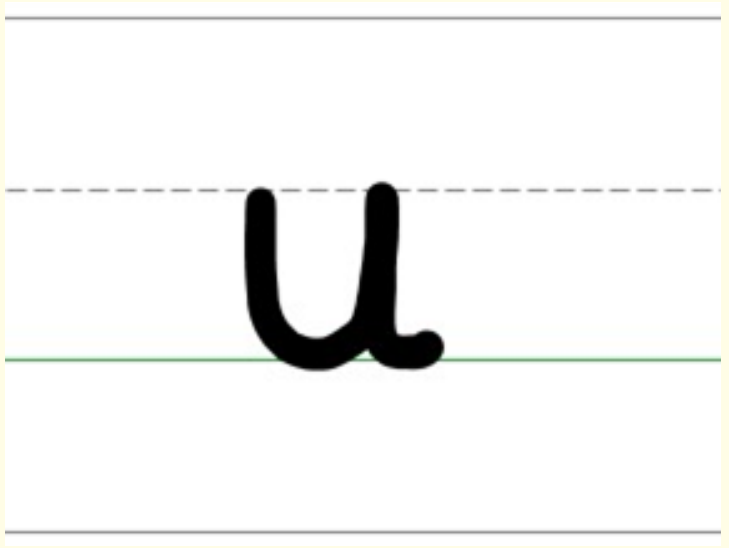
Which is the **correct** formation of the lowercase letter u?



1.



2.



3. ✓

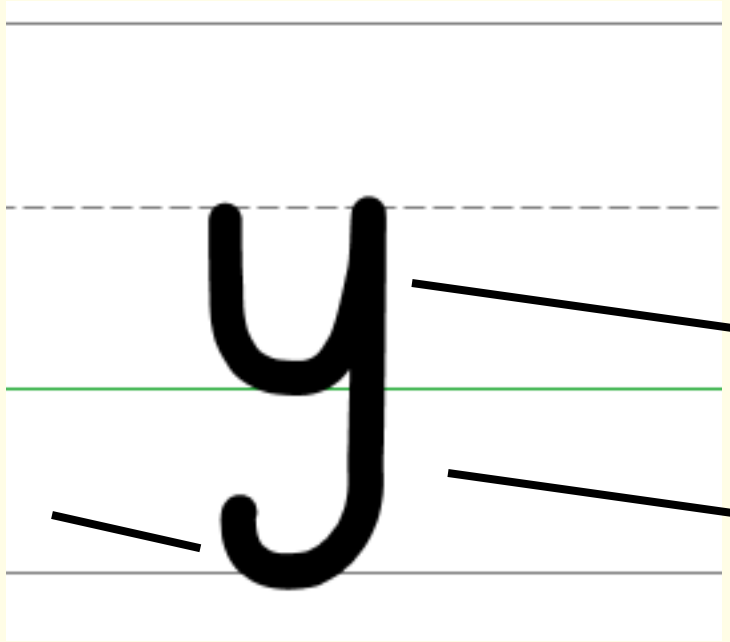
Tuesday 10th November

TBAT: form the lower case letters u, y and j.

Let's look closely.

What can you see?

curls up at the **descender** line



x-height line

similar to the letter u

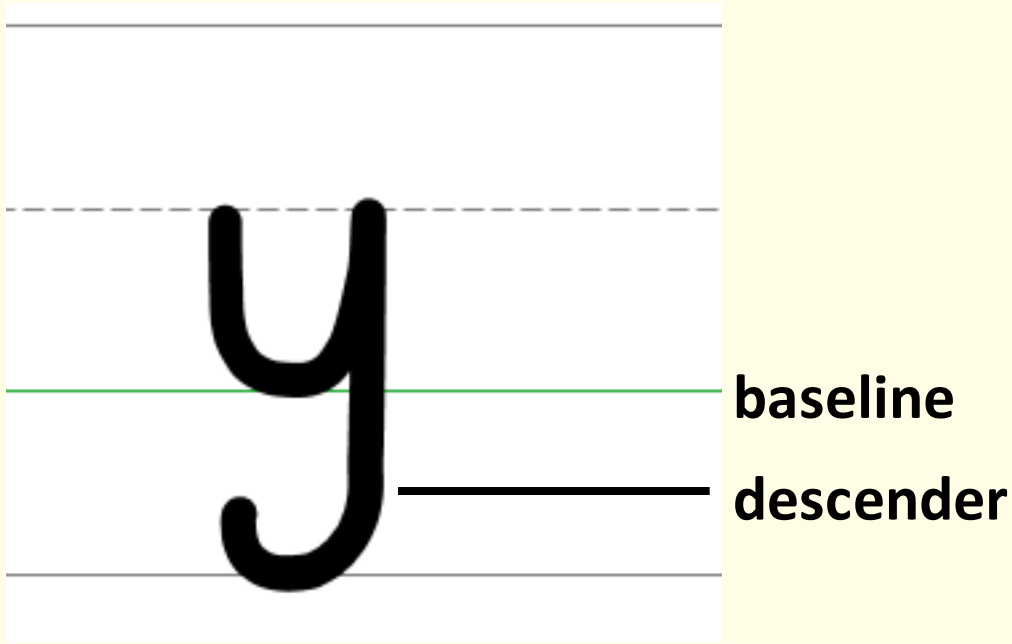
falls below the **baseline**

Tuesday 10th November

TBAT: form the lower case letters u, y and j.

**Descender** refers to the part of a letter that goes below the **baseline**.

The letter y is an example of a letter with a **descender**.

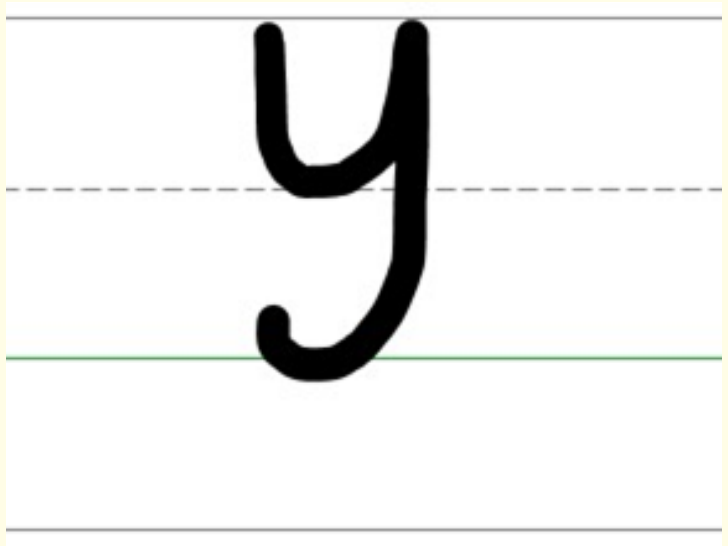


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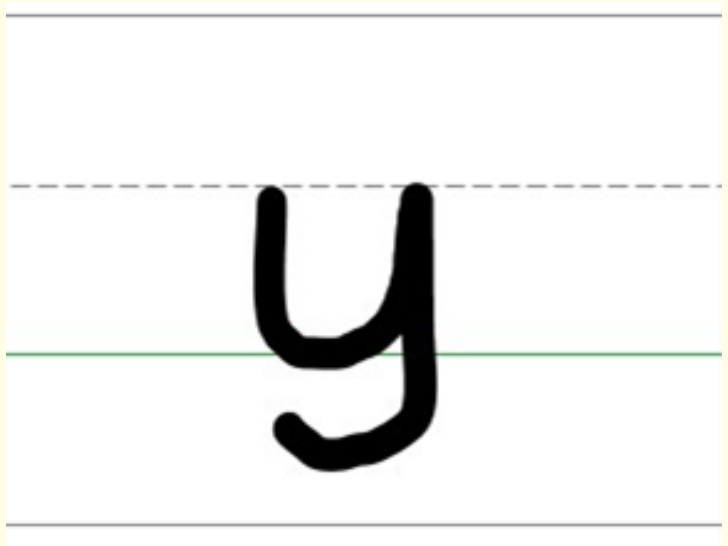
TBAT: form the lower case letters u, y and j.



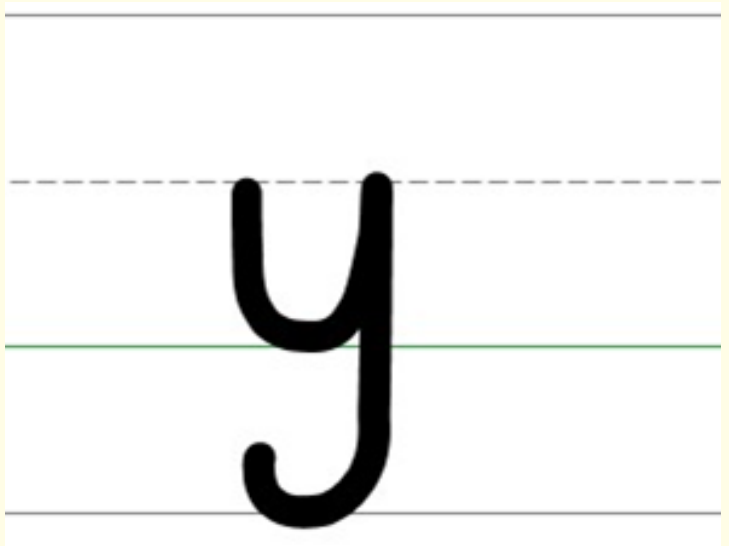
Select the **correct** formation of y.



1.



2.



3. ✓

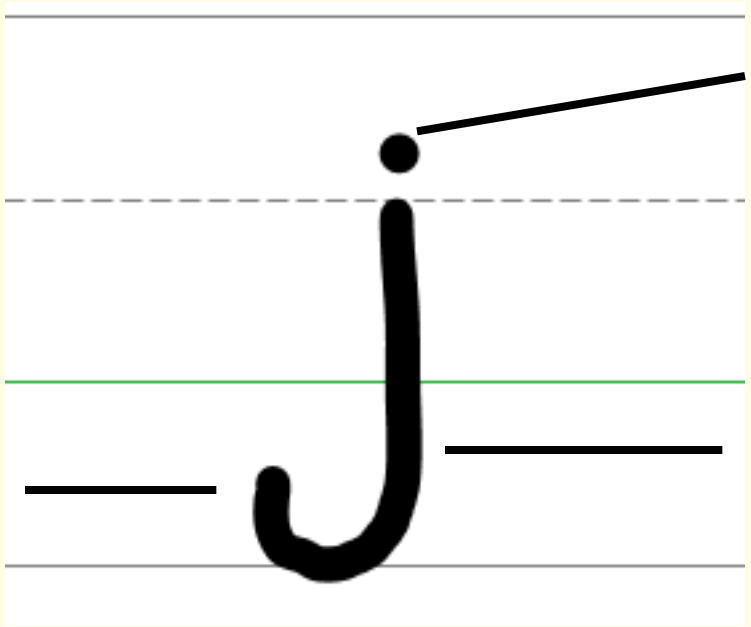
Tuesday 10th November

TBAT: form the lower case letters u, y and j.

Let's look closely.

What can you see?

curl up at the **descender** line



Tuesday 10th November

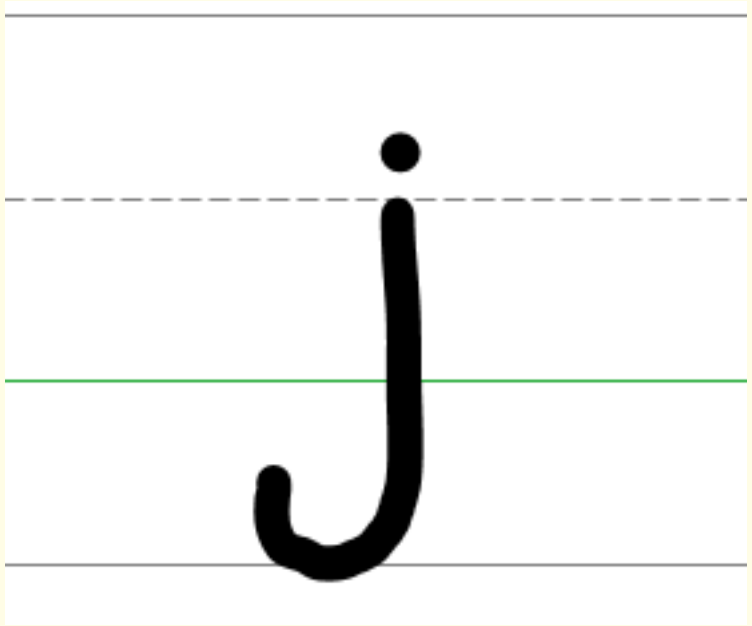
TBAT: form the lower case letters u, y and j.

The letter j starts on the x-height line.

The letter j has a **descender**.

It has a curl up at the **descender** line.

It has a dot at the top.

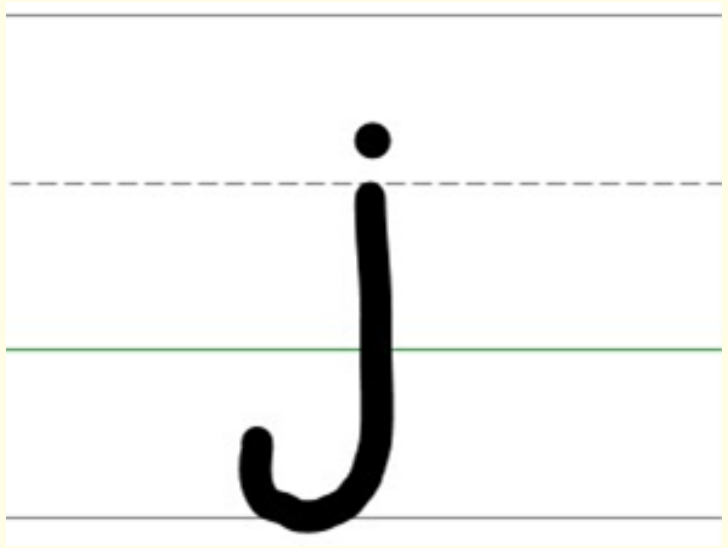


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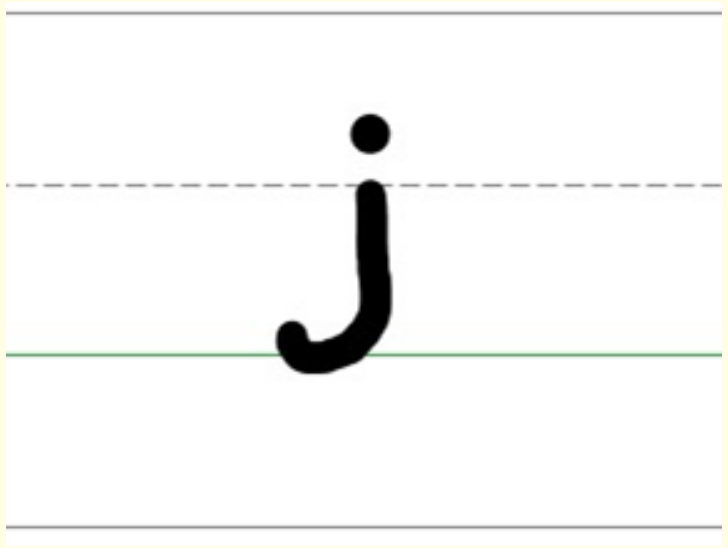
TBAT: form the lower case letters u, y and j.



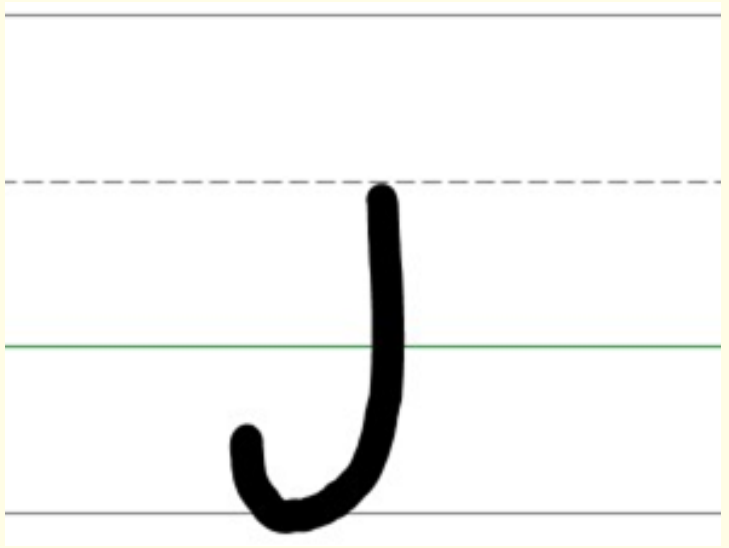
Which is the **correct** formation of the lower case letter j?



1. ✓



2.

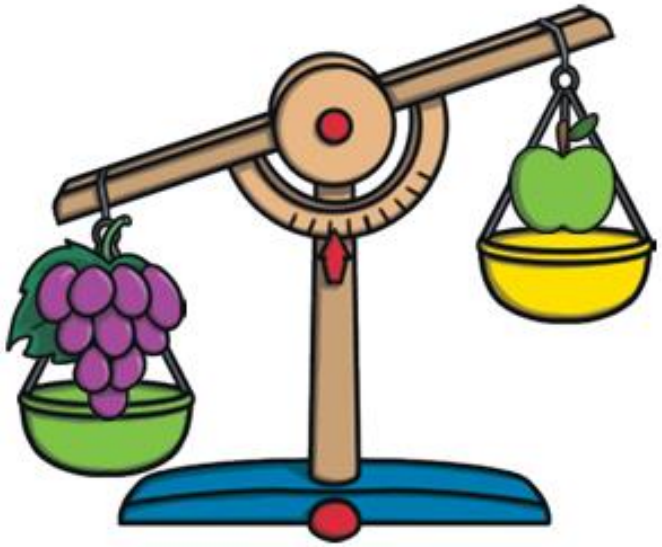


3.

# Tuesday 10th November

## Maths Meeting

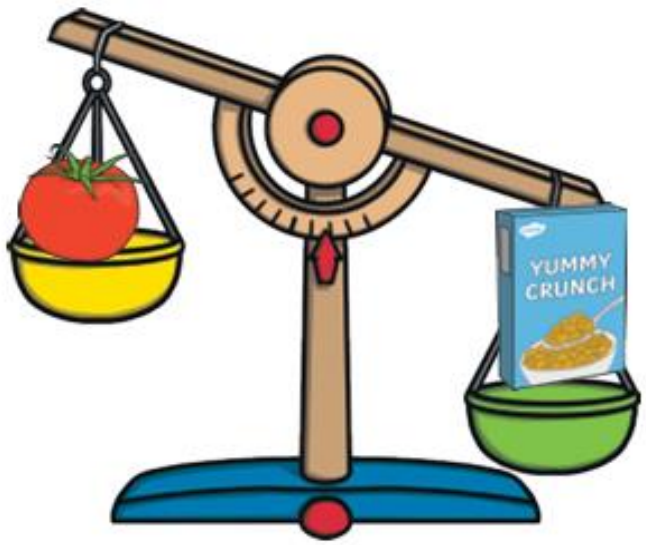
Look at the food on the scales and finish the sentences below each using the words **heavier**, **lighter** or **equal**.



The apple is

_____

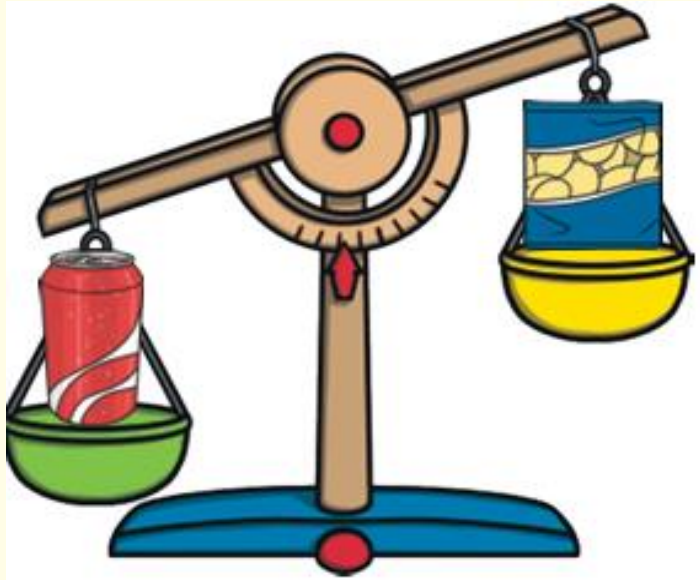
than the grapes.




The cereal box is

_____

than the tomato.



The drink can is

_____

than the chips.

Tuesday 10th November

Q. What keeps me safe at school?

Key vocabulary

Safe – being free from danger.

Safety – things we do to keep ourselves safe.

Protection - help to keep someone or something safe.



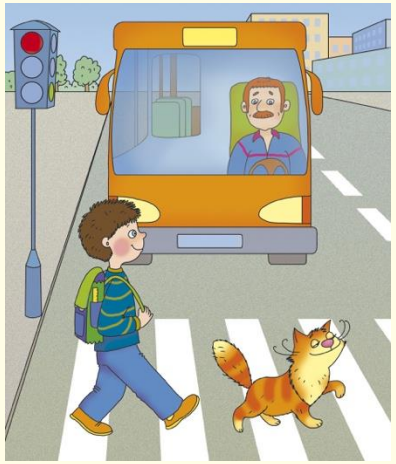


Can you think of one word which fits each of these pictures?











# Being safe in our school



When might children not feel safe at school?



# Being safe in our school



What keeps us safe at school?



# What are our school rules? Why do we have rules?



# Are these good school rules or not?



Thumb Up



Thumb Down

Be gentle and kind.
Be tidy.
Drop rubbish.
Listen to others.
Be honest.
Run in the classroom.
Leave people out.
Be helpful.
Tell a teacher if you're worried.
Take other people's things if you want them.
Look after our school.
Look after everyone's things.
Include people.
Take turns.
Share.



# School rules

Be gentle and kind.
Be tidy.
Listen to others.
Be honest.
Be helpful.
Tell a teacher if you’re worried.
Look after our school.
Look after everyone’s things.
Include people.
Take turns.
Share.



Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?



Key vocabulary

Evacuee – a person (often a child) sent away to safety.

Duty – an important job a person has to do.

Broadcast – a message sent to many people using radios or television.

Radio – a machine for hearing voices.



Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?



What did people have to do when there was a threat of bombs?

How do you think they felt when they heard these sirens?

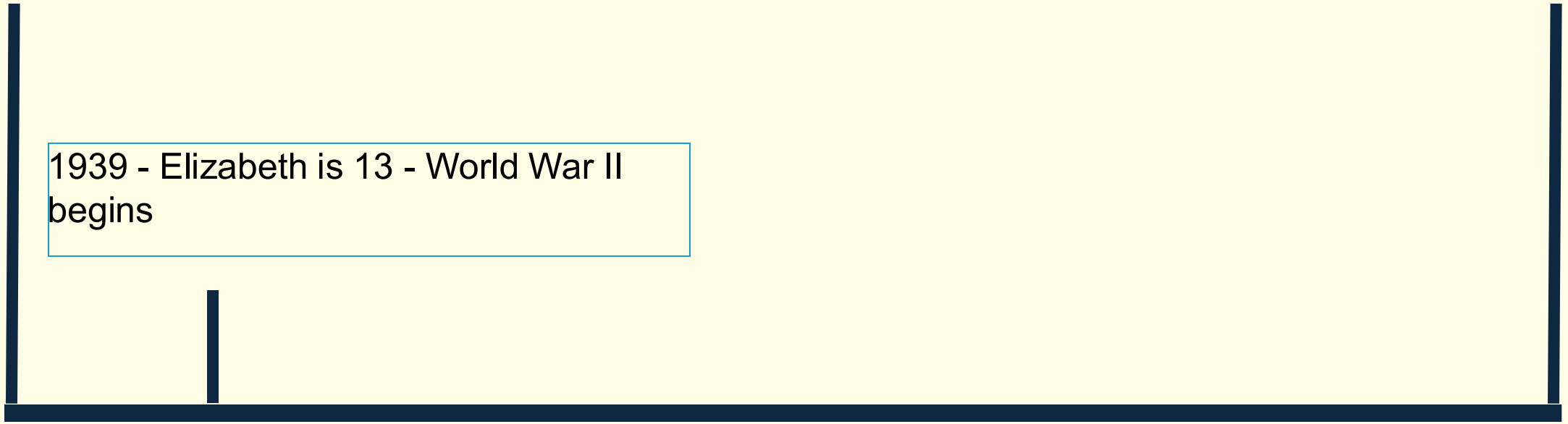
Primary History KS2: WW2 Clips. An air-raid siren sounds the warning - BBC Teach

Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?

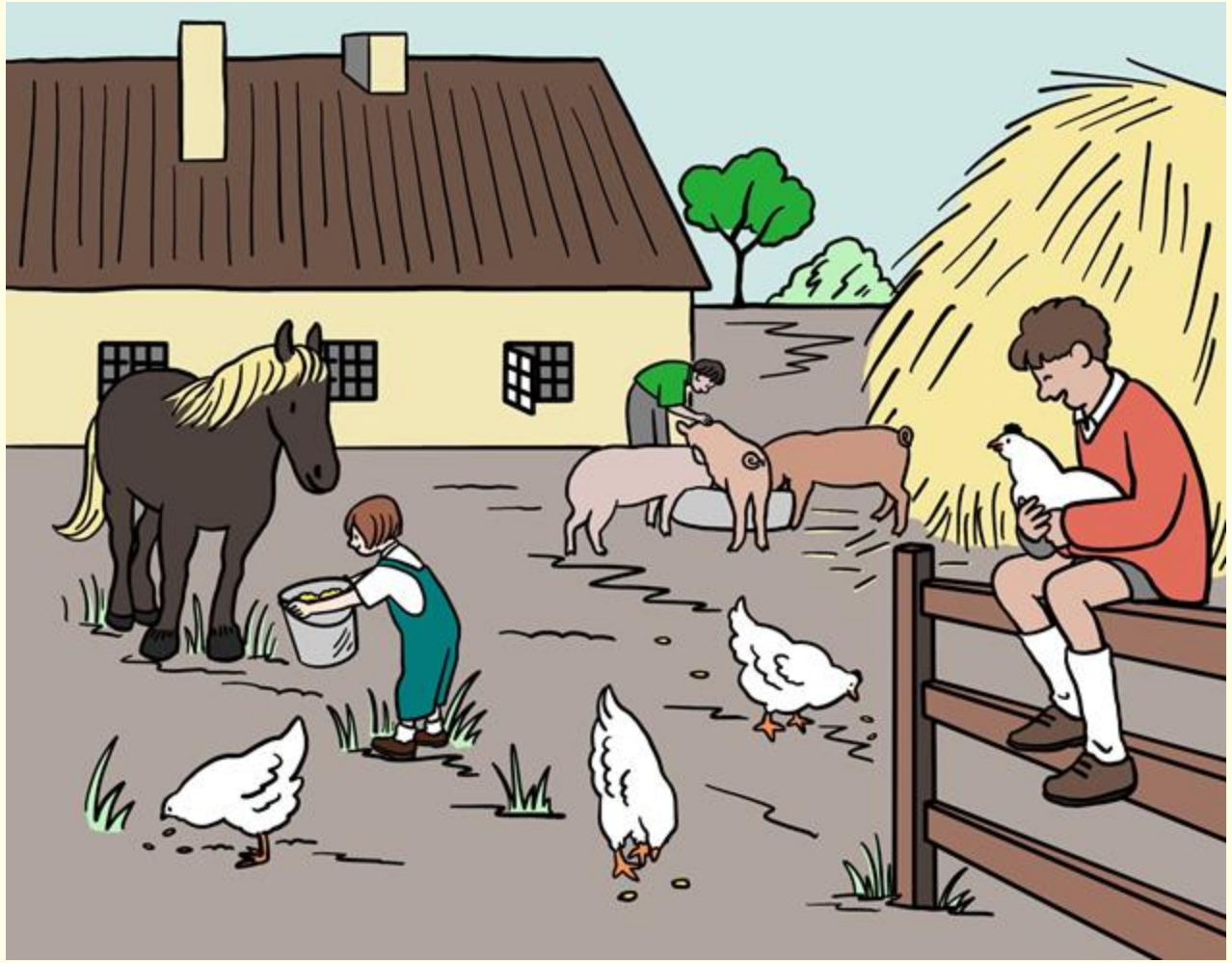
1926 - Elizabeth is born

Today



Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?



Some **evacuees** settled in well with their new families. Some found it harder and missed home.

Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?

Princesses Elizabeth and Margaret were evacuated to Windsor Castle.



Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?



Lots of children became **evacuees** during World War II.

BBC - Hands on History, Day in the Life - Evacuee

Tuesday 10th November

# Q. How did Elizabeth use the radio to comfort children during WWII?



Elizabeth saw it as her **duty** to help the country however she could when she was an **evacuee** in Windsor Castle.

While she was safe in Windsor, Elizabeth thought it was her **duty** to help her country however she could. It was feared that the country would not have enough food to feed all of its people during the war, so Elizabeth grew vegetables in her garden and encouraged other people to do the same in their own gardens. This would give everybody more food to eat. Elizabeth wanted to do more to help though.

Tuesday 10th November

# Q. How did Elizabeth use the radio to comfort children during WWII?



Knowledge check
Where did Elizabeth and her sister live when they were evacuated from London?

1. Bristol

2. Oxford

3. Windsor ✓

Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?



Elizabeth delivered a **broadcast** on the **radio** to other **evacuee** children.

Primary History KS2: WW2 Clips. HRH Princess Elizabeth broadcast - BBC Teach

Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?



What are two things that Elizabeth did to help during the war?

Tuesday 10th November

# Q. How did Elizabeth use the radio to comfort children during WWII?

Elizabeth's **radio broadcast** was heard by children across the United Kingdom and even in the United States and Canada.



Tuesday 10th November

Q. How did Elizabeth use the radio to comfort children during WWII?



Knowledge check

Who was Elizabeth's **broadcast** for?

1. children ✓

2. parents

3. soldiers

Tuesday 10th November

# Q. How did Elizabeth use the radio to comfort children during WWII?

Hearing Elizabeth's **voice** on the **radio** made people feel happy.

She showed that she cared about her people.



Tuesday 10th November

# Q. How did Elizabeth use the radio to comfort children during WWII?

Knowledge check
How did Elizabeth's **voice** make people feel?



happy

1. ✓



sad

2.



angry

3.