Tuesday 10th November

10.11.26

TUESDAY

08:30 08:50	Reading, Arithmetic, TTRS
09:20 10:30	Times Tables, Maths
10:30 10:45	Break Time
10:45 11:40	Literacy
11:40 12:10	RE
12:10 13:00	Lunch Time
13:00 13:15	Handwriting
13:15 14:05	PE (Downstairs)
14:05 15:05	Computing

Morning Challenge

Write these words as their adverb form ending in -ly. happy = happily

happy	lazy
angry	easy
busy	greedy
messy	weary
cheeky	clumsy

Close reading

The sun was shining as they drove out of the station and after the gloom and the noise everything seemed bright and cheerful. They swept past a group of people at a bus stop and Paddington waved. Several people stared and one man raised his hat in return. It was ail very friendly. After weeks of sitting alone in a lifeboat there was so much to see. There were people and cars and big, red buses everywhere—-it wasn't a bit like Darkest Peru.

Paddington kept one eye out of the window in case he missed anything. With his other eye he carefully examined Mr and Mrs Brown and Judy. Mr Brown was fat and jolly, with a big moustache and glasses, while Mrs Brown, who was also rather plump, looked like a larger édition of Judy. Paddington had just decided he was going to like staying with the Browns when the glass window behind the driver shot back and a gruff voice said, "Where did you say you wanted to go?"

Mr Brown leaned forward. "Number thirty-two, Windsor Gardens."

The driver cupped his ear with one hand. "Can't 'ear you," he shouted.

Paddington tapped him on the shoulder. "Number thirty-two, Windsor Gardens," he repeated.

The taxi driver jumped at the sound of Paddington's voice and narrowly missed hitting a bus. He looked down at his shoulder and glared. "Cream!" he said, bitterly. "Ail over me new coat!"

Judy giggled and Mr and Mrs Brown exchanged glances. Mr Brown peered at the meter. He half expected to see a sign go up saying they had to pay another sixpence.

"I beg your pardon," said Paddington. He bent forward and tried to rub the stain off with his other paw. Several bun crumbs and a smear of jam added themselves mysteriously to the taxi driver's coat. The driver gave Paddington a long, hard look. Paddington raised his hat and the driver slammed the window shut again.

"Oh dear," said Mrs Brown. "We really shall hâve to give him a bath as soon as we get indoors. It's getting everywhere."

Paddington looked thoughtful. It wasn't so much that he didn't like baths; he really didn't mind being covered with jam and cream. It seemed a pity to wash it ail off quite so soon. But before he had time to consider the matter the taxi stopped and the Browns began to climb out. Paddington picked up his suitcase and followed Judy up a flight of white steps to a big green door.

"Now you're going to meet Mrs Bird," said Judy. "She looks after us. She's a bit fierce sometimes and she grumbles a lot but she doesn't really mean it. l'm sure you'll like her."

Paddington felt his knees begin to tremble. He looked round for Mr and Mrs Brown, but they appeared to be having some sort of argument with

Why did the taxi driver become annoyed with Paddington?
Use evidence from the text to explain your answer.

How do you think Paddington feels when Judy tells him he is going to meet Mrs Bird?
What words or phrases in the text help you infer this?

the taxi driver. Behind the door he could hear footsteps approaching.

'Tm sure I shall like her, if you say so," he said, catching sight of his reflection on the brightly polished letter-box. "But will she like me?"



What question does Paddington ask before the door opens?

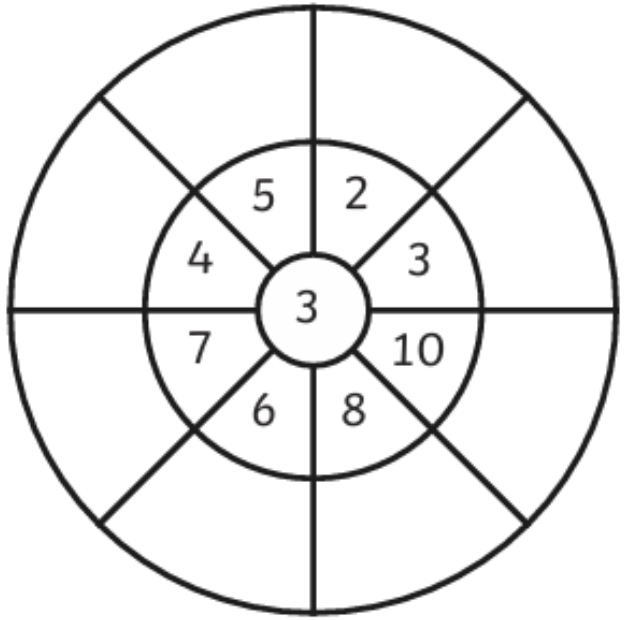
Where does Paddington see his reflection?

Why does the author describe the letter-box as **"brightly polished"**? What does this help the reader imagine about the setting?

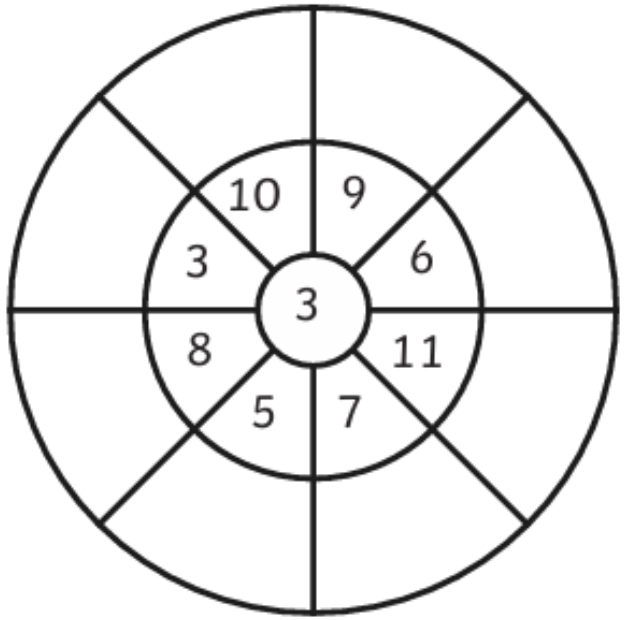
Times Tables

Complete the times tables wheels.

1.



2.



10.11.26

TBAT: add pence together to make pounds

3 in 3

1) 23 + 43 + 19 =
2) Convert 456p into pounds and pence.
3) How many hundreds in 654?

I had 45 sweets and I ate 19 of them. How many do I have left?

10.11.26

TBAT: add pence together to make pounds

Partner Talk

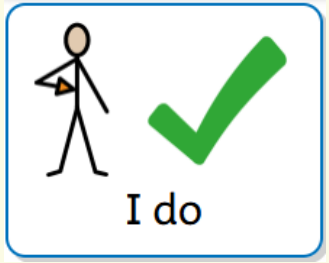
Amir says:
"£2.05 is less than £1.50 because 5p is less than 50p."
Do you agree with Amir? Explain your thinking.

Find the difference between the amounts



10.11.26

TBAT: add pence together to make pounds



How many pence are there if we add the two amounts below?

£0.55 £0.19

We can add using partitioning.

10.11.26

TBAT: add pence together to make pounds



If the pence goes above 99, we will have pounds and pence.

If I have 60p + 55p, how many pounds and pence do I have?

10.11.26

TBAT: add pence together to make pounds



If I have 34p + 56p + 12p, how many pounds and pence do I have?

Add your 2 digit numbers, then convert into pounds and pence.

10.11.26

TBAT: add pence together to make pounds



Partner work:

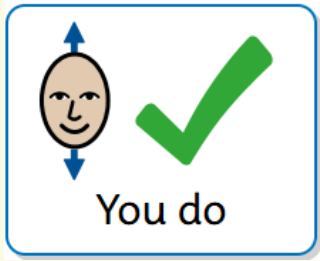
90p + 20p =

35p + 75p + 6p =

If I have 60p + 50p + 45p, how many pounds and pence do I have?

10.11.26

TBAT: add pence together to make pounds.



On your white board:

42p + 14p =

78p + 6p + 12p =

Knowledge check:

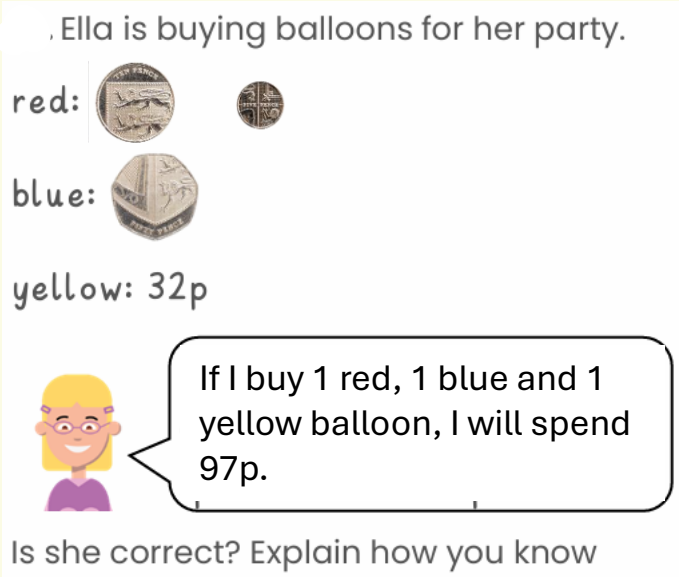
80p + 30p + 11p =

£0.99 + £0.99 = £2.00 . True or false? Prove it.

10.11.26

TBAT: add pence together to make pounds.

RP:



Independent

Write and add the following amounts.
Convert them to pounds and pence.

1. 46p + 21p =
2. 85p + 35p =
3. 70p + 50p + 12p =
4. 62p + 63p =
5. 56 + 31 + 13 =
6. 77p + 10p + 7p =

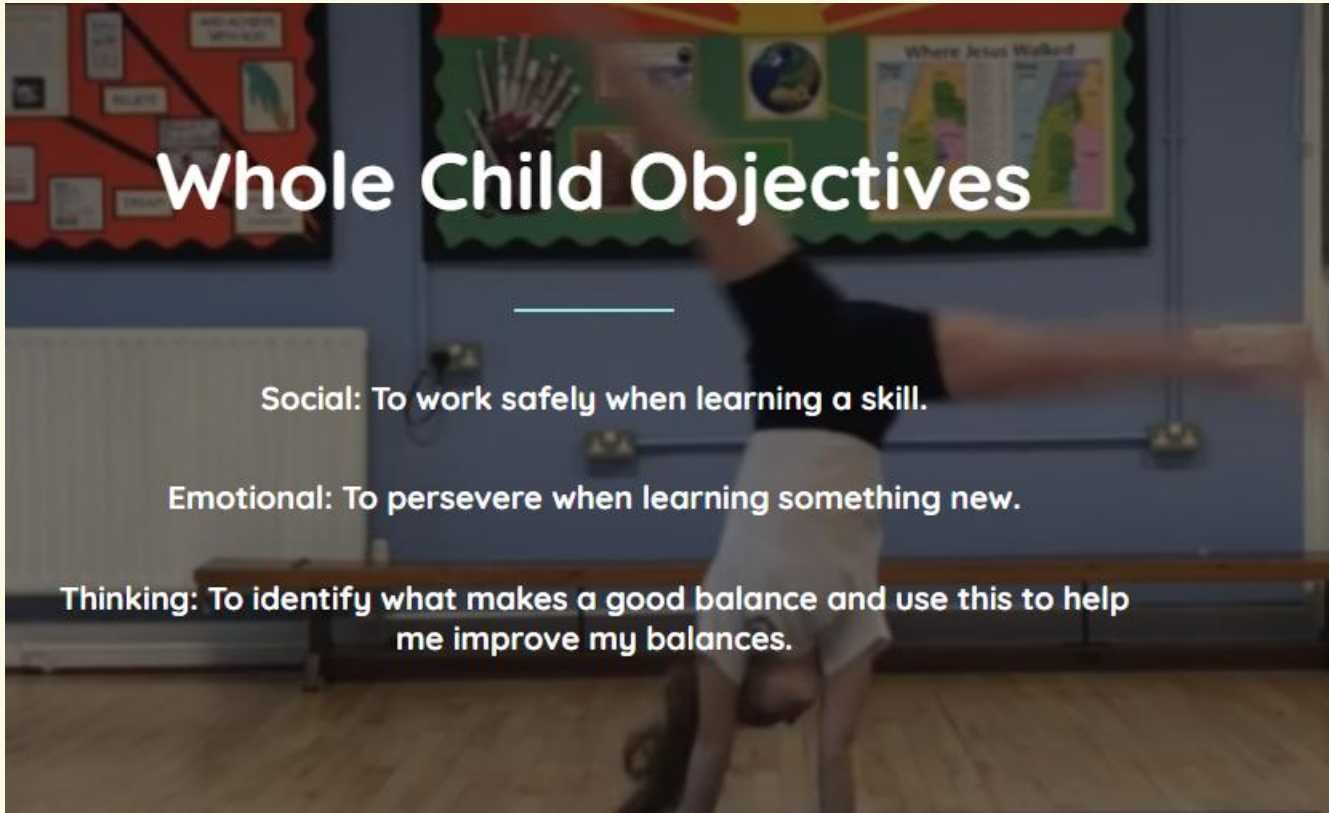
Challenge: What 2 balloons would you buy for 64p?

Mastery: You want two colours of balloon. What is the most amount of money you could spend on three balloons?

Mastery with greater depth: You have £1.25. What balloons could you buy if you spend as much of your money as you can? There is one way to spend all your money.

PE

TBAT develop point and patch balances on apparatus



Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.

3 in 3

Correct the spelling mistakes

Tom went to the **beech** with his family on a sunny afternoon. He carefully built a sandcastle and searched for shiny shells along the shore. Suddenly, a large wave crashed over his creation and washed it **awya**. Tom laughed and ran through the water before enjoying a **delisious** ice cream.

Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.



Simile

A comparison between two different things using the words **'like'** or **'as'**.



Comparison

A simile links two different things to help the reader picture a subject.

Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.

A **simile** compares two different things using **like** or **as**.

It helps the reader picture something clearly: *Paddington's hat* ***bobbed like a little red boat*** *on a choppy sea.*

The hat is not a boat. The comparison helps us imagine it wobbling as Paddington walks.



Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.

1

Pick a feature

Choose something to describe.

2

Compare it

Use **like** or **as** to make a picture.

3

Picture it

Choose a comparison that helps us imagine it.

A simple simile

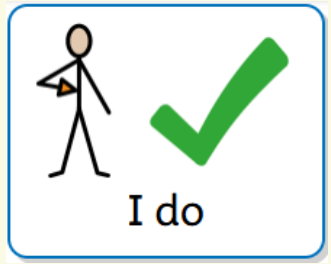
Paddington's paws were **as sticky as treacle.**

Write a similie to describe Paddington's coat.

Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.

Spotting similies



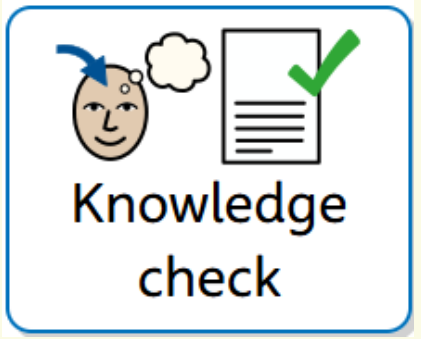
Paddington Station was as busy as a buzzing beehive. People hurried across the platform like rushing rivers, while the trains roared in and out like hungry dragons. Above the crowd, announcements echoed like thunder around a valley. To Paddington, the station seemed as crowded as a tin full of sardines, yet it was full of exciting sights and sounds.



Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.

Knowledge check



Which sentence use a similie?

1. Paddington ate a sticky marmalade sandwich on the station bench at noon.
2. Mr and Mrs Brown walked through the station to meet their daughter Judy.
3. His coat was as blue as the ocean.
4. The railway porter carried three heavy leather suitcases across platform one.

Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.



Let's describe the busy streets of **London outside the station**:

The red double-decker buses moved slowly.

Similie

We do

Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.



In partners, on your whiteboard:

Write a similie for:

Paddington's fur

Paddington's sticky paws

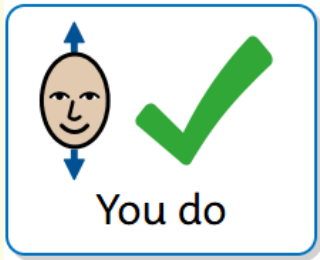
Paddington's suitcase

Paddington's hat

Tuesday 10th November 2026

TBAT identify and use similes to describe Paddington and locations.

Highlight the similies and write 5 similies



As Paddington stepped out of the station, London buzzed around him like a busy beehive. Bright red buses rumbled along the roads like giant ladybirds, while cars rushed past like racing rivers. Tall buildings stood like giants, stretching high above the crowded streets. People hurried along the pavements like ants on an important mission, weaving in and out of the bustling city. After weeks alone at sea, every sight seemed new and exciting, and London felt like a magical story waiting to unfold.

Then: write 5 similies about Paddington, London and the train station

CH- Write a descriptive paragraph on Paddington bear, add expanded noun phrases **and** similies

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?

3 in 3

Rama was a kind and brave prince. He was married to Princess Sita, who was gentle and good. One day, the evil king Ravana tricked Sita and took her away to his island. Rama was very sad and went to rescue her. He was helped by his loyal friend Hanuman and an army of monkeys, who built a bridge across the sea. After a long battle, Rama defeated Ravana and saved Sita. They returned home and everyone lit lamps to celebrate their return. This celebration is remembered every year during the festival of Diwali.

1. Who are the two main characters in the story?
2. What kind of creatures helped Rama and Sita by building a bridge?
3. What festical celebrates their return home?

Why do you think people light lamps during Diwali to remember the story of Rama and Sita?

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?

Ramayana	an ancient Indian epic that tells the story of Rama and Sita
Rama	a prince known for his bravery, kindness and devotion to duty
Sita	the wife of Rama, a princess known for her beauty and devotion
Ravana	the king of Lanka, who has ten heads and twenty arms
dharma	acting with compassion for the good of humans and all living things

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?

Aisha explains what we mean by theology in religious education.



Aisha

Theologians are interested in stories, texts and traditions. We can better understand people's worldviews by examining what the deeper meaning of these stories, texts and traditions are. We can also look at the difference they make to people today.

In this lesson, we will be using the tools of theology to better understand different Hindu worldviews about the **Ramayana**.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?

The word **dharma** is really important to Hindus.

Dharma is acting with compassion (love) in all you do. It means doing what is right.

This is Het, a British **Hindu**. He explains what **dharma** means to him:



Het

For me, my **dharma** as a child is to listen to my parents, be kind to my friends, and always try my best at school.

The **Ramayana** teaches me about **dharma** through its characters.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?



The deeper meaning of the **Ramayana** is **dharma**.

Dharma is different for everyone.

Different characters in the story show different ways you can follow your **dharma**.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?



In this story, **Rama** follows his **dharma** by always doing what is right.

Even when his stepmother persuaded his father to send him into the forest unfairly, he obeyed his father.

He shows bravery, kindness, and wisdom. These are all qualities of a great ruler.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?



In this story **Sita** shows her **dharma** by being loyal and strong. She made the choice to go into the forest with **Rama**.

Even when she was taken to Lanka, she stayed true to **Rama** and never gave up hope.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?

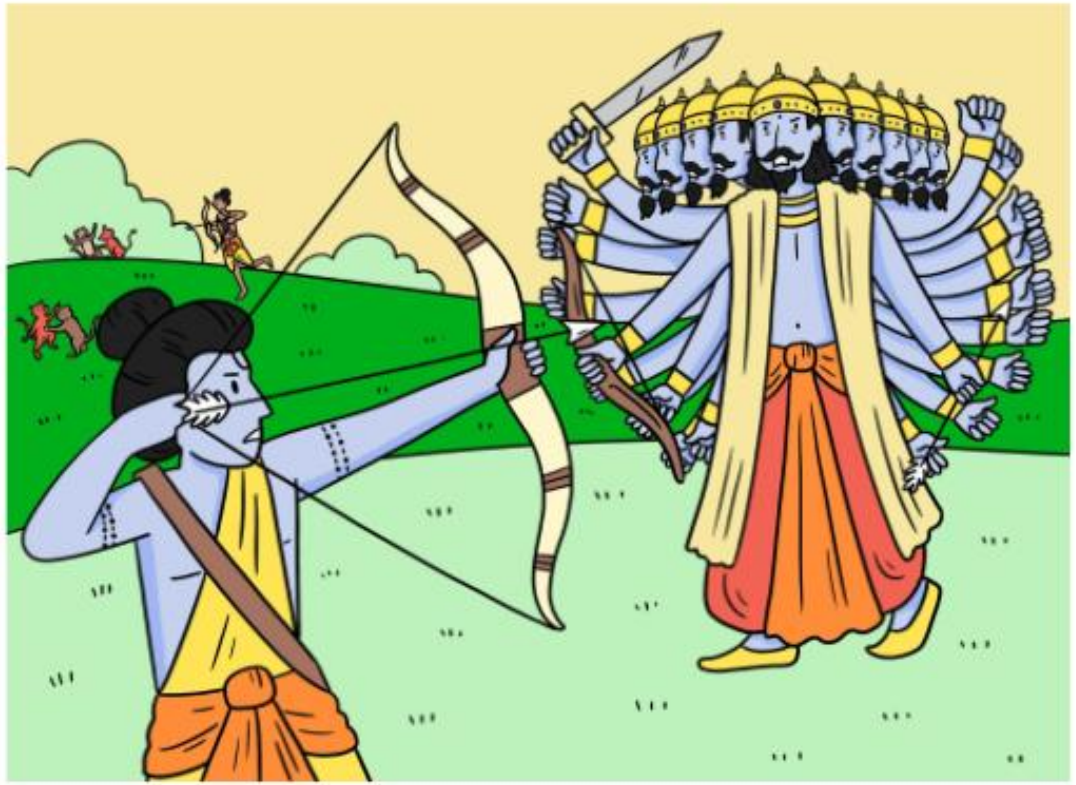
In this story, Lakshman's **dharma** is to support and protect his brother.

He chooses to go into the forest with **Rama**, showing love and loyalty.



Tuesday 10th November

Q: What are the deeper meanings of Ramayana?



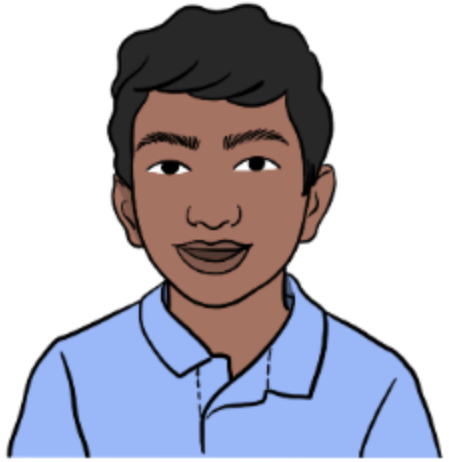
The **Ramayana** is not just a battle of good versus bad. The story helps Hindus understand how to live a good life according to **dharma**.

Different Hindus will identify with different characters and learn lessons from them.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?

Het explains what he learns from the **Ramayana**:



Het

The **Ramayana** shows the importance of loyalty and support. Lakshman stands by **Rama**, no matter what.

It teaches me to always be there for my family and friends, even when times are tough, like when a friend is going through a difficult time or when someone in my family is sick.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?

Kavita, a British Hindu, explains what she learns from the **Ramayana**:



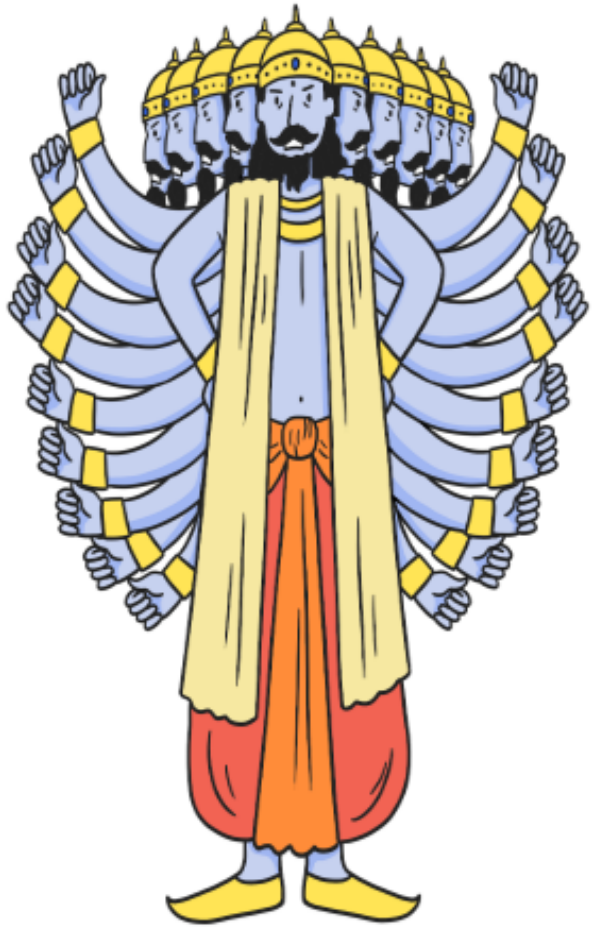
Kavita

For me, **Sita**'s story in the **Ramayana** teaches me about being strong and having courage.

The story helps me remember to stay brave and keep going, no matter what challenges I face. For example, when I have to do something difficult at school, like a tough test or a project, I try to stay calm and do my best, just like **Sita**.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?



Ravana is often seen as the villain in the **Ramayana** because of his bad choices, but he was also very intelligent.

Ravana's ten heads represent his great knowledge. However, he used his intelligence to act selfishly and cruelly.

The **Ramayana** teaches that we must live in balance. Using knowledge to do good and help others is more important than just being clever.

Tuesday 10th November

Q: What are the deeper meanings of Ramayana?

Dhanu, a British Hindu, explains what she learns from the **Ramayana**:



Dhanu

The **Ramayana** teaches me to be kind and brave, even when life is tough. **Ravana** shows me that even clever people can make mistakes if they don't make the right choices.

How can **Ravana**'s mistakes help Hindus make better choices in their own lives?

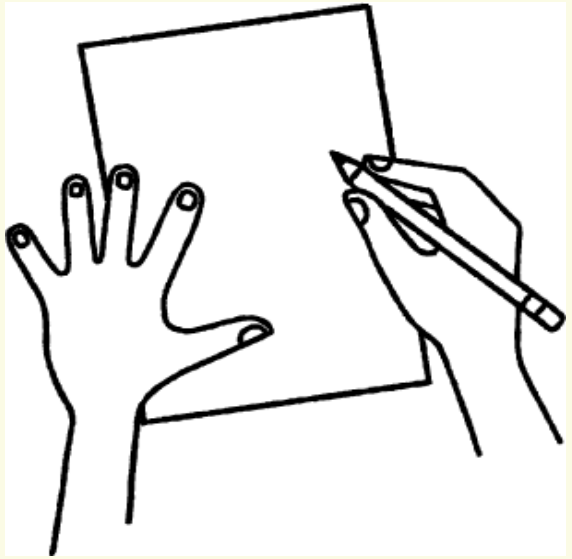
Handwriting warm-up

Explanation

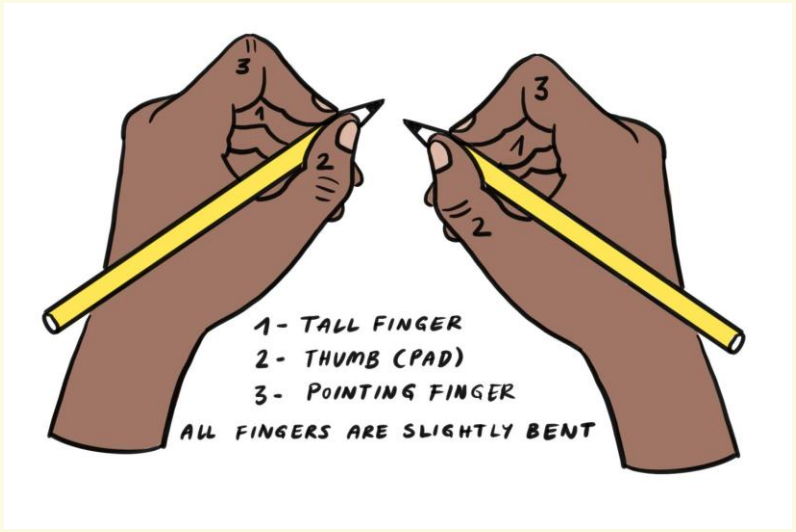
Before we start, what are these pictures reminding you to do?



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



- angle your paper correctly
- non-writing hand supports



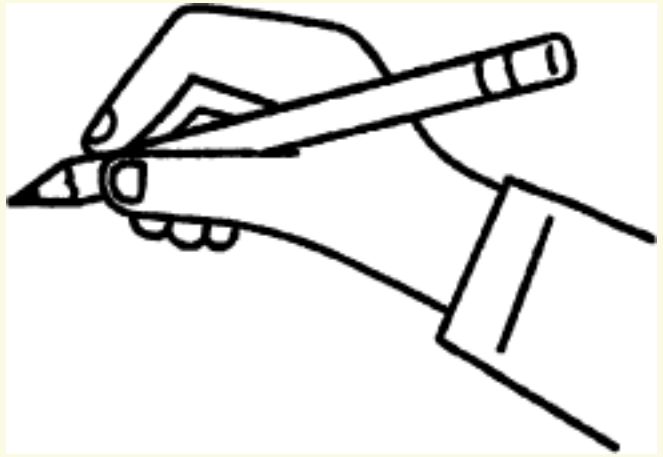
- hold your pencil in the tripod grip

Handwriting warm-up

Explanation

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

Your hands and wrists get stronger when you exercise them.



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

Handwriting warm-up

Explanation

Check

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

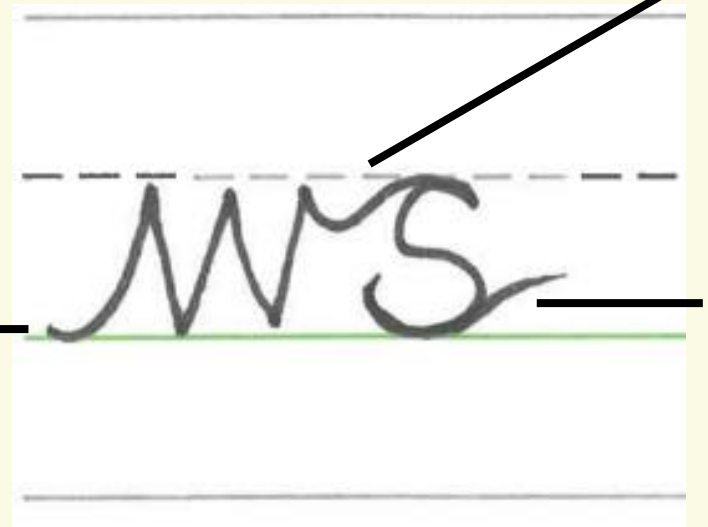
You do the hand squeeze warm-up and the wrist circles warm-up.

The third join: ws

Explanation

Let’s look closely at another example of our third join.

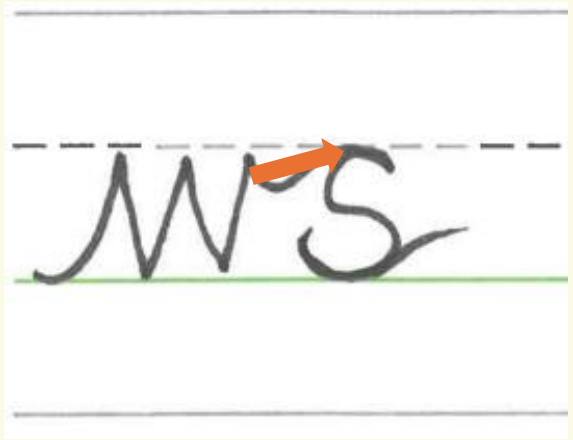
What can you see?



The third join: ws

Explanation

What do you notice about how these letters are joined?



The third join is from the **x-height line** to the **x-height line**.The **lead out** from the letter w dips down.

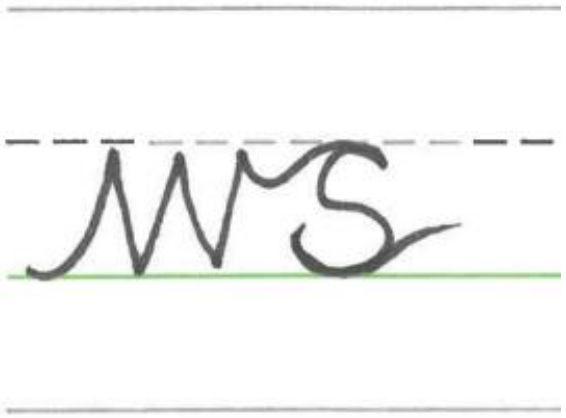


All the letters have a **lead in** and a **lead out.**
The first letter has a **lead in** from the baseline.
The join starts at the **x-height line** and **dips below** the **x-height line** and back up to join the next letter**.**
The last letter has a lead out on the baseline.

The third join: ws

Explanation Check

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



Focus on the movement and smooth and

You will form the join ws in the air with your finger.

The third join: ws

Explanation

Let’s practise the third join: ws

1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself ‘ready, line, go’.
3. Put your pencil on the baseline to start your **lead in** and go up to the **x-height line** to form the letter w.
4. To join, keep your pencil on the **dip down** of the **lead out** and form the letter s.
5. Finish with a **lead out** at the baseline**.**



Keep your pencil flowing smoothly as you connect the letters.

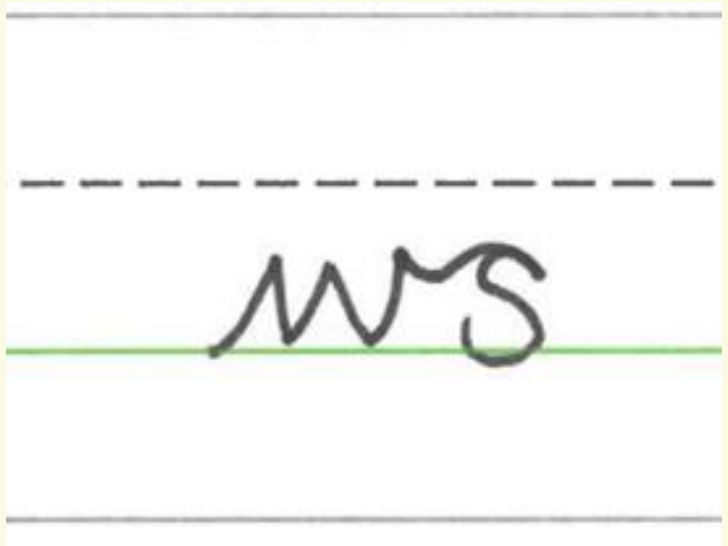
The third join: ws

Check

Select the correct join.



a



b



c ✓

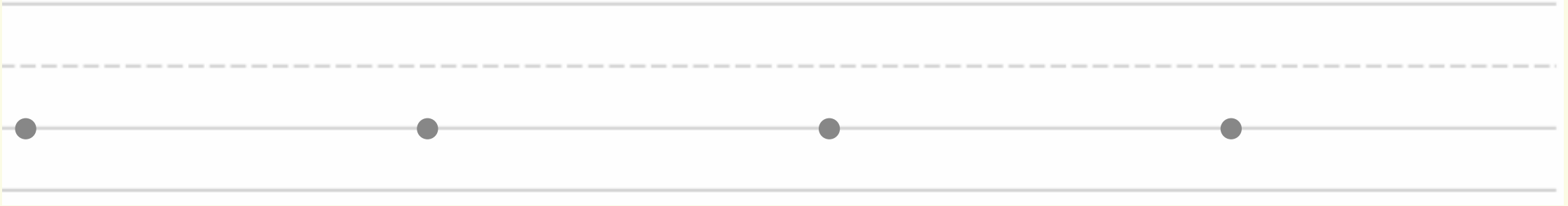
The third join: ws

1. Practise the third join: ws

a. Go over the grey examples.



b. Try using the starting dot.



c. Complete two lines independently on your tramlines.

Task C The third join: ws

Feedback



Did you **dip down** below the **x-height line** to make the join?

Did you remember to finish with a **lead out**?

Was your movement smooth?

Circle your best join and celebrate.

Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

3 in 3

What do you usually find in a flipbook? (Tick **1** correct answer)

- ☐ only words
- ☐ blank pages
- ☐ pages with slightly different pictures
- ☐ stamps

What is the main purpose of having different pictures on each page of a flipbook? (Tick **1** correct answer)

- ☐ to use more paper
- ☐ to make the book heavier
- ☐ to practise handwriting
- ☐ to create the effect of movement

What do you call the order that pictures are shown in to tell a story?

_____

Tuesday 10th November

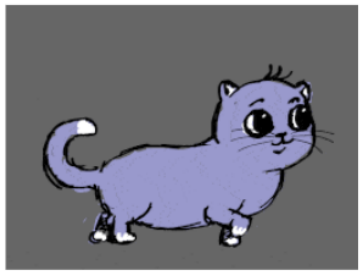
TBAT: relate animated movement to a sequence of pictures.

frame	a single picture that is used to make an animation
stop-frame animation	an animation made by taking one picture at a time
onion skin	an animation tool that lets you see a shadow of the last frame

Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

What is animation?



Animation is a way of making pictures or objects look as if they are moving by showing them quickly one after another.



Alex

What is a sequence?

A sequence is a set of pictures shown in order. Each picture changes a little bit from the one before.

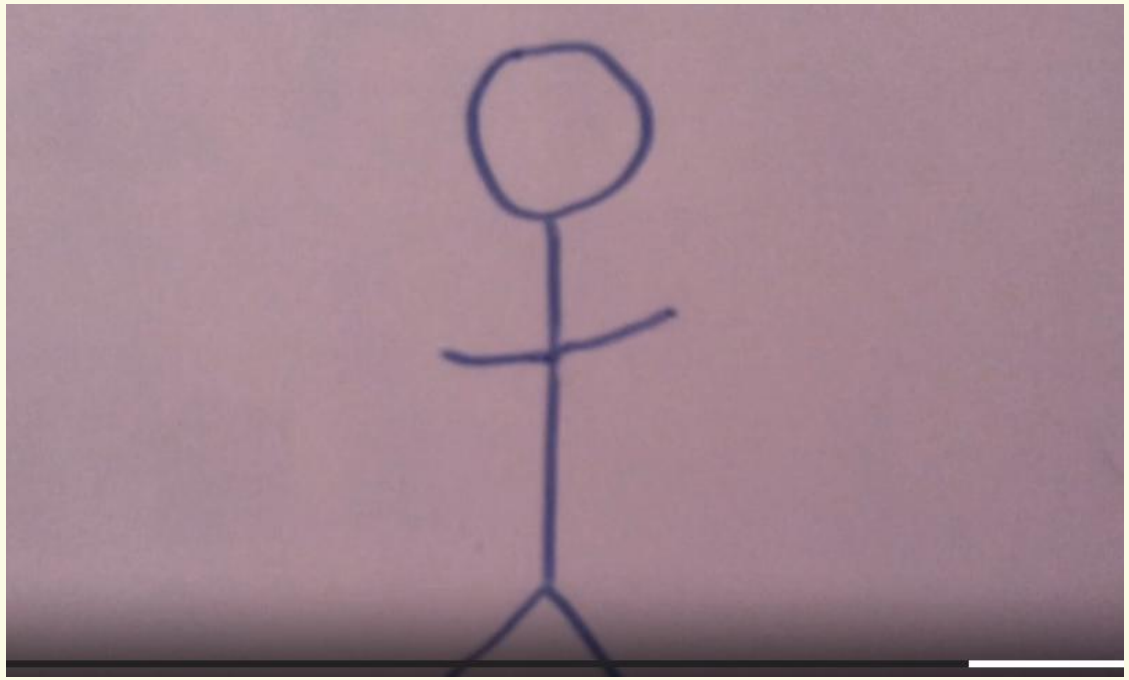


Jun



Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.



Talk Partners:

How do you think this animation was made?

The animation was made by taking photos of drawings and then putting them together in a sequence.

Lesson Media: Creating animations using frames | KS2 Computing | Oak National Academy

Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

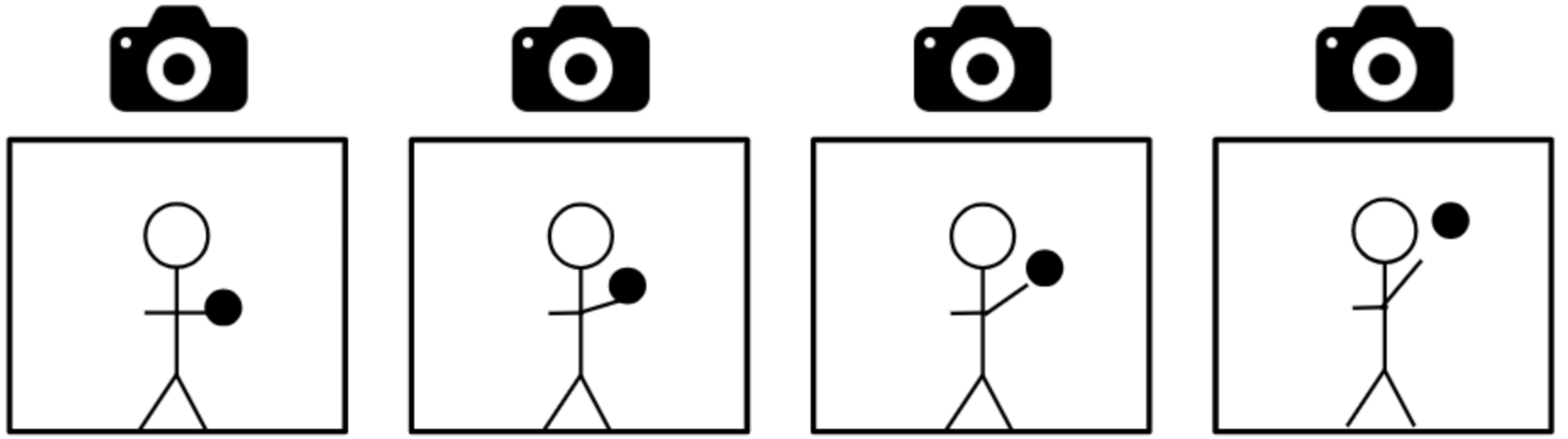
What do we call the order in which a set of pictures is arranged to show how something changes or moves?

What do we call the process of making pictures or objects appear to move by showing them quickly one after another?

Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

Each of the pictures you take to make your animation is called a **frame**.

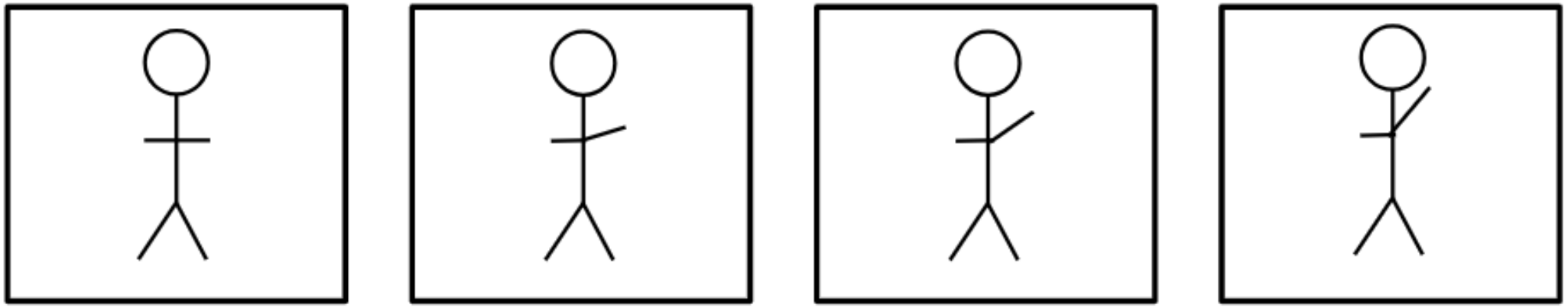


There are four **frames** in this sequence.

Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

Look at the **frames**.



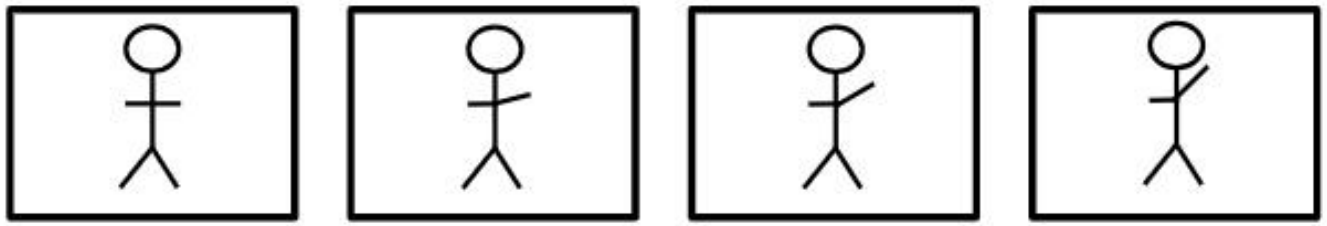
What do you think will happen in this sequence?

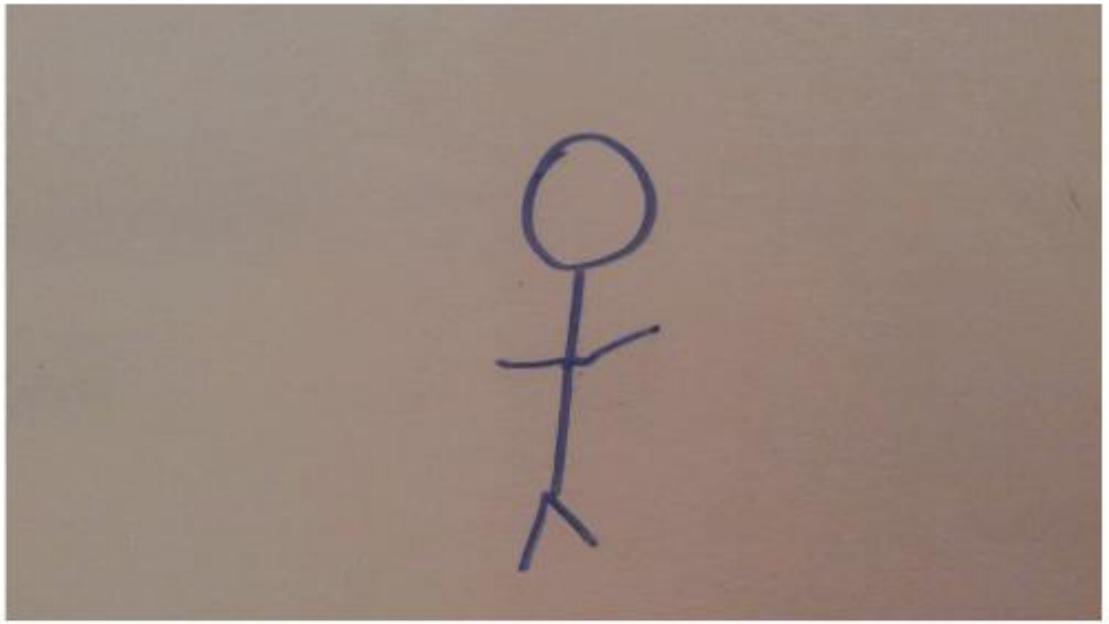
How do you know?

Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

This is what happens:

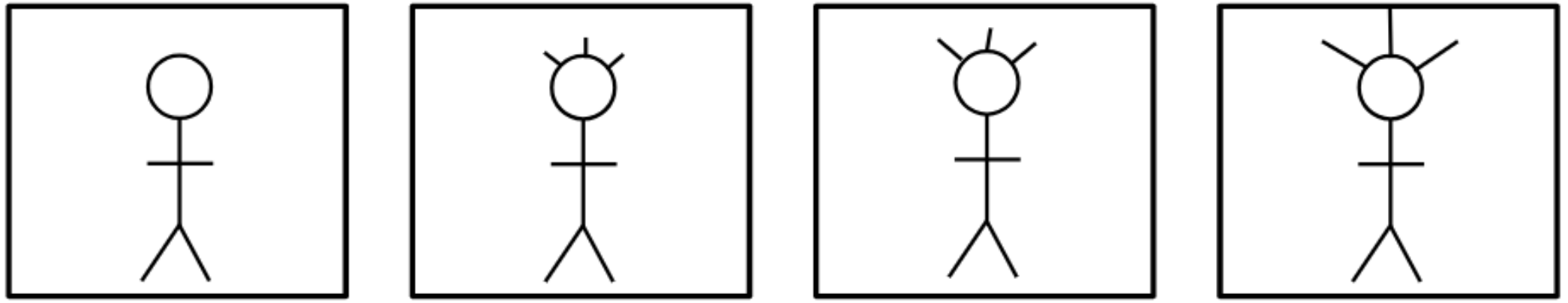




Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

Look at the **frames**.

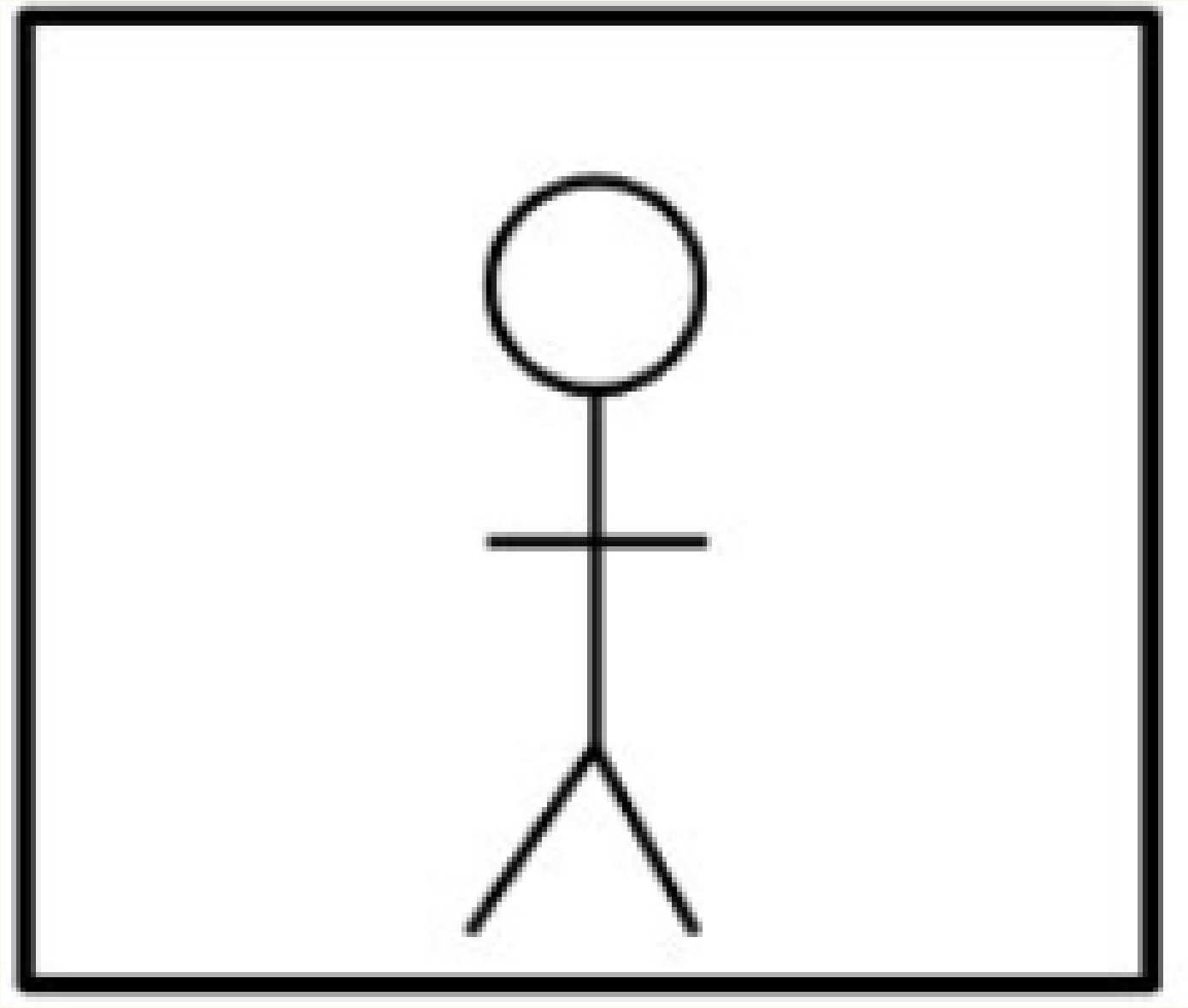


What do you think will happen in this sequence?

How do you know?

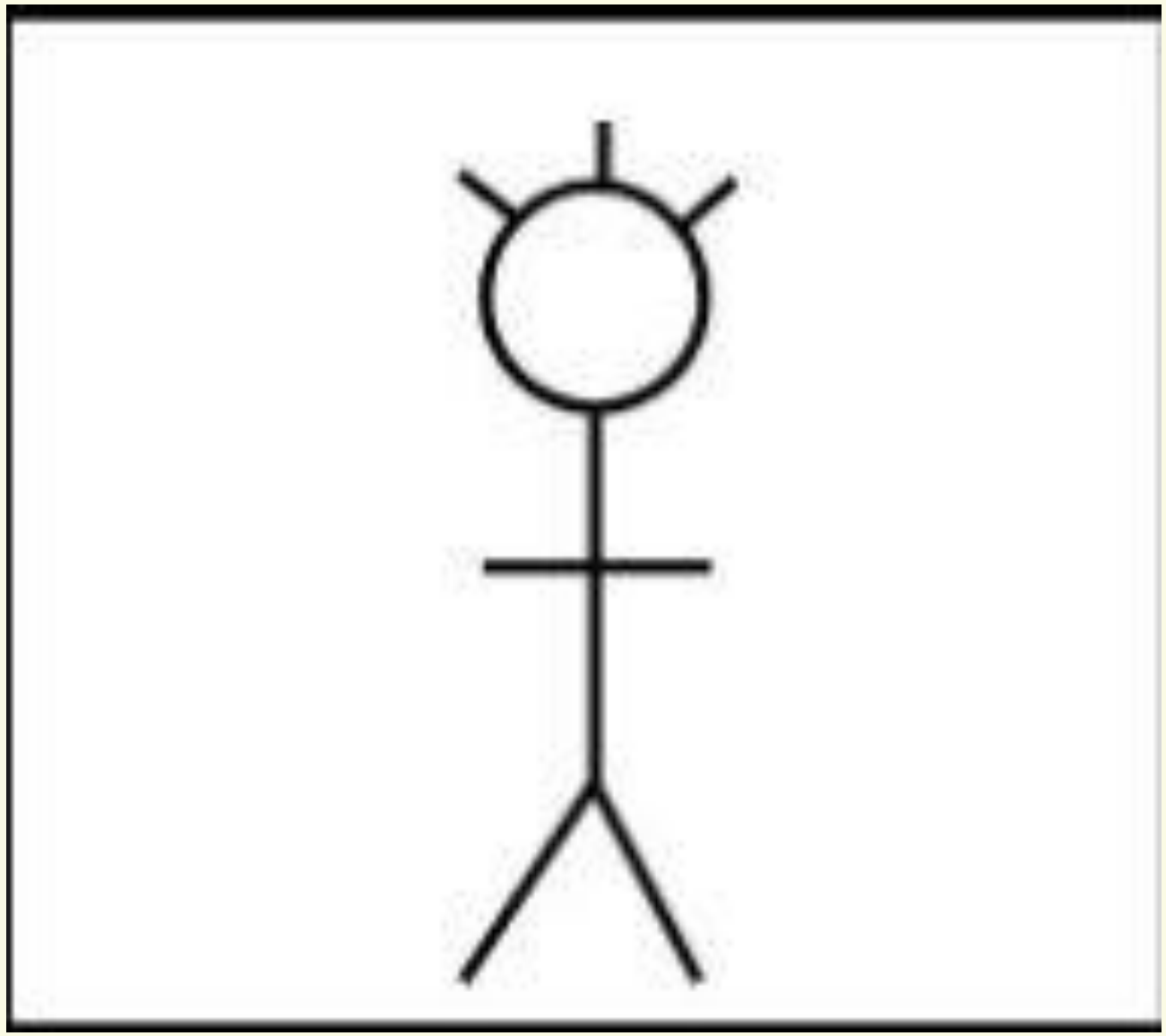
Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.



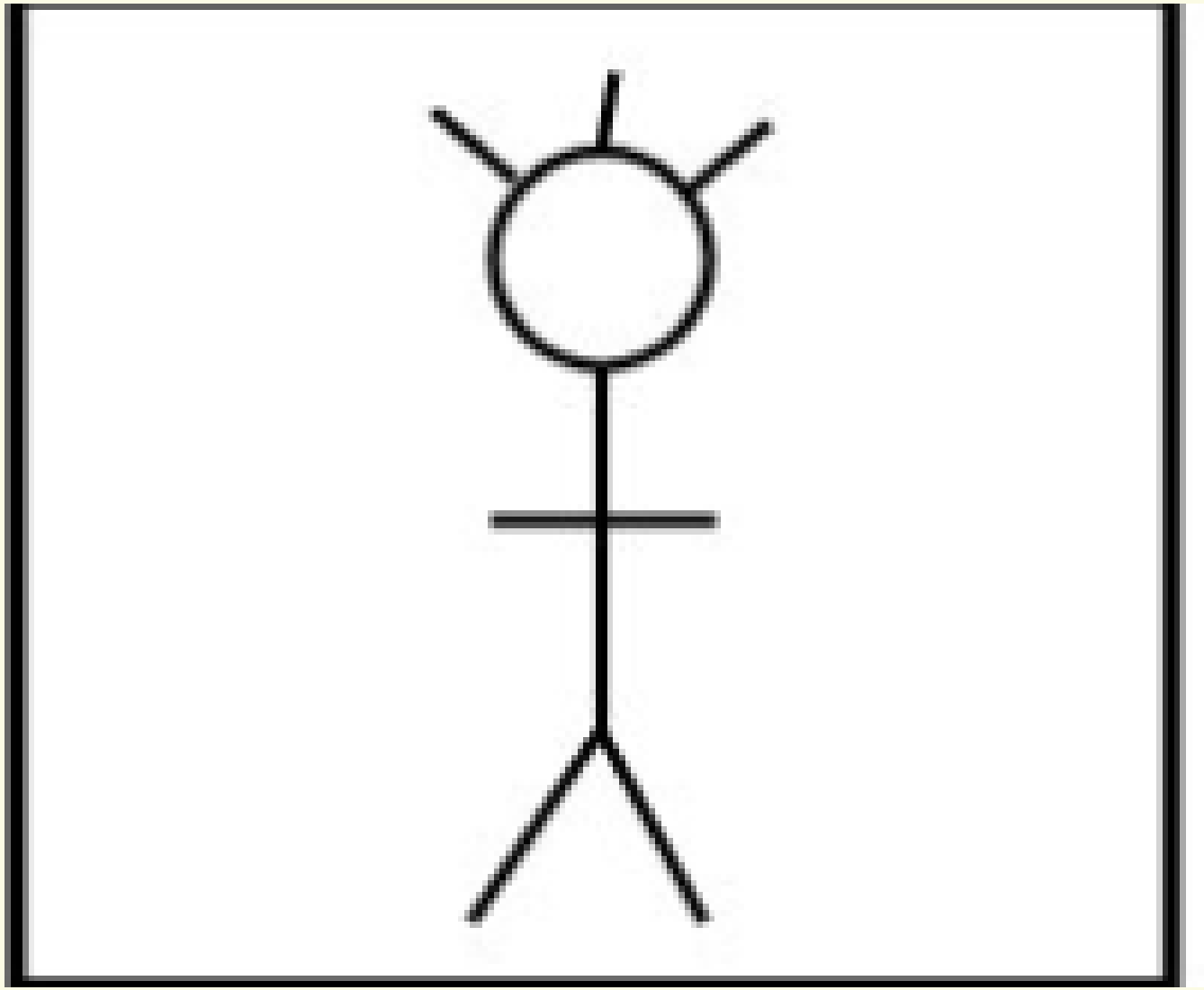
Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.



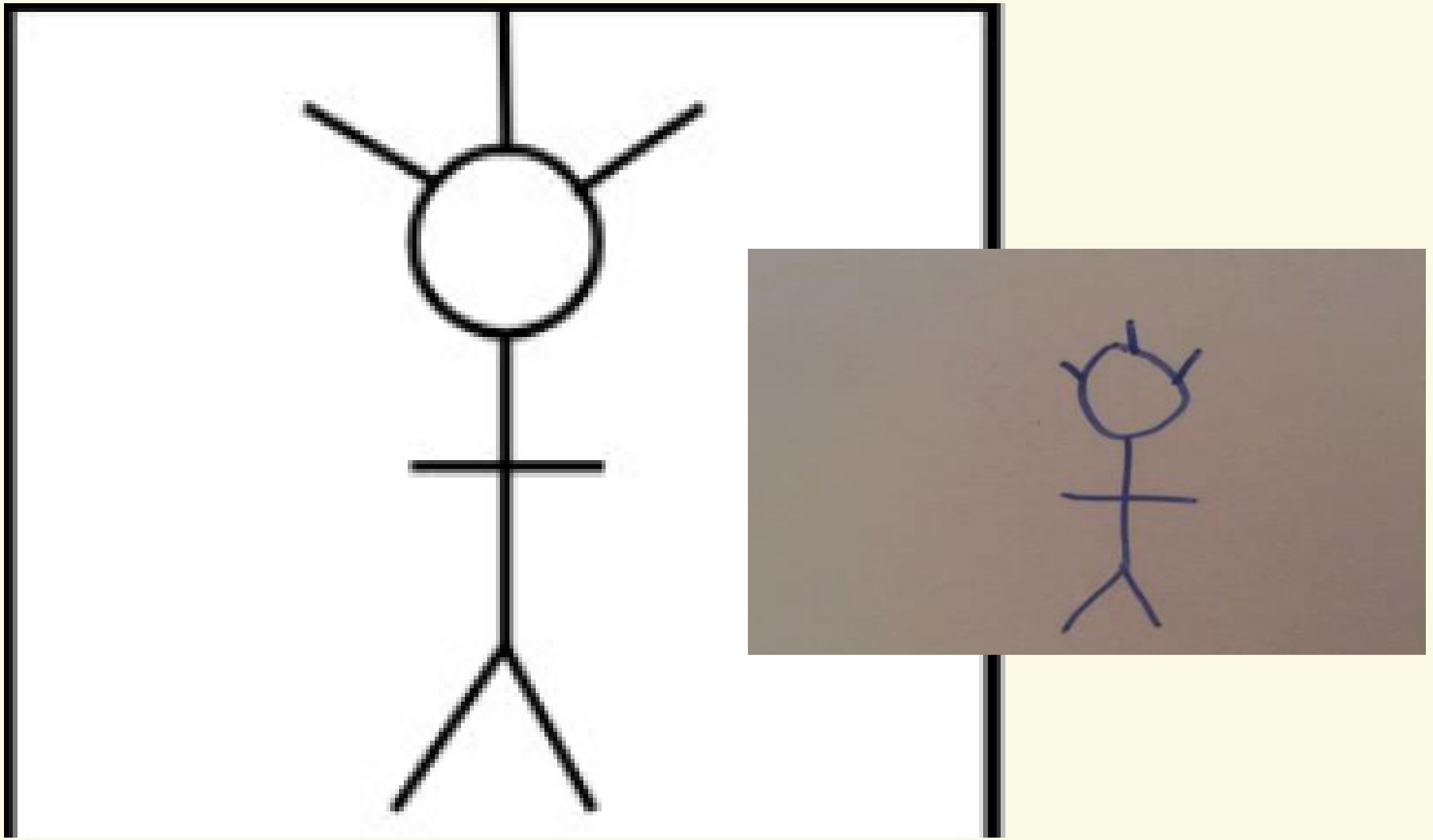
Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.



Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

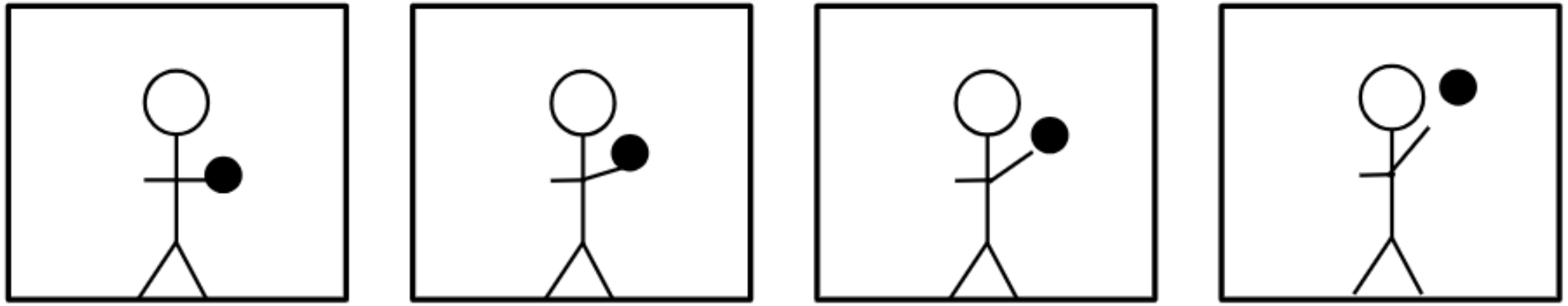


Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

Partner Talk:

Look at the **frames**.

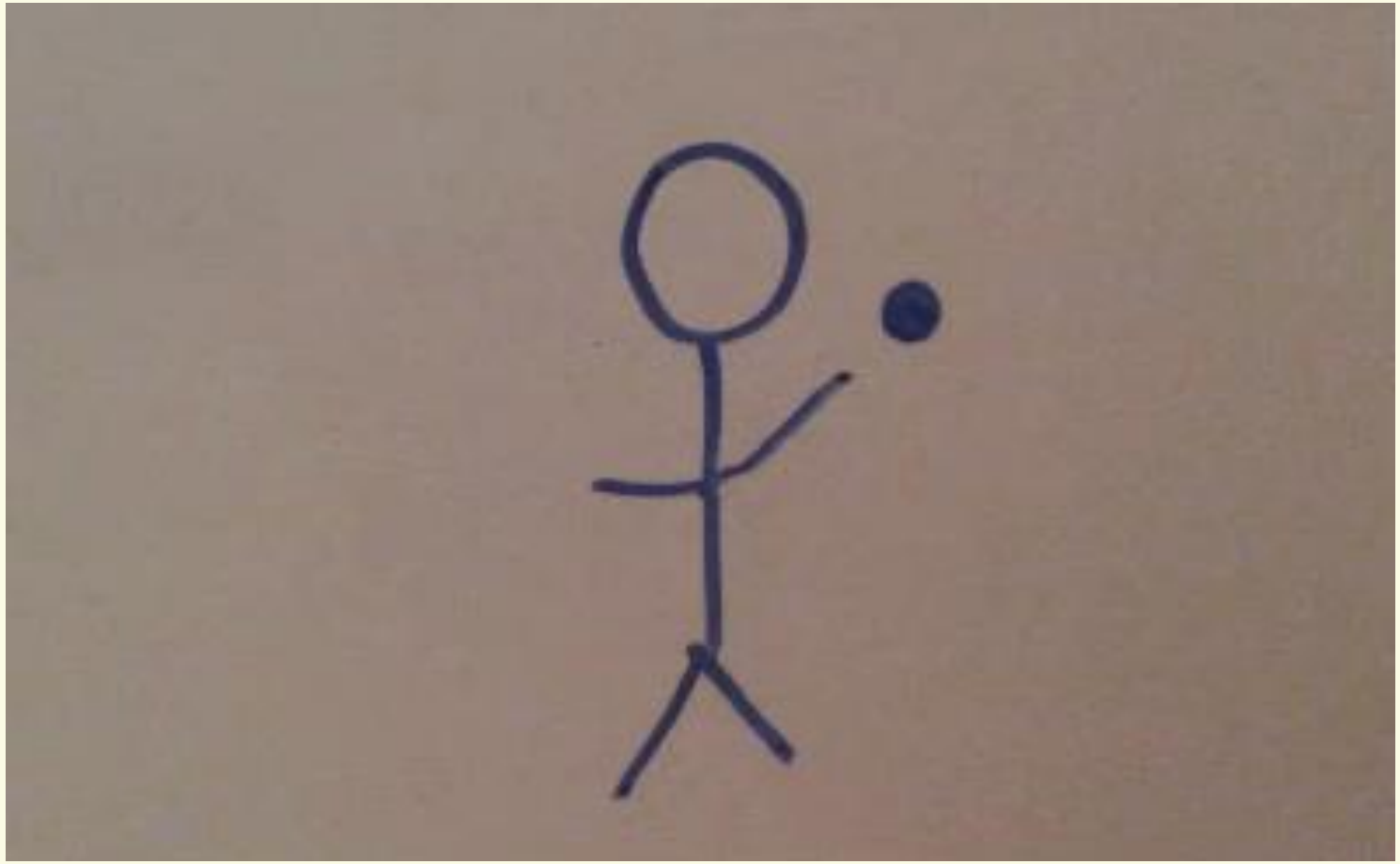


What do you think will happen in this sequence?

How do you know?

Tuesday 10th November

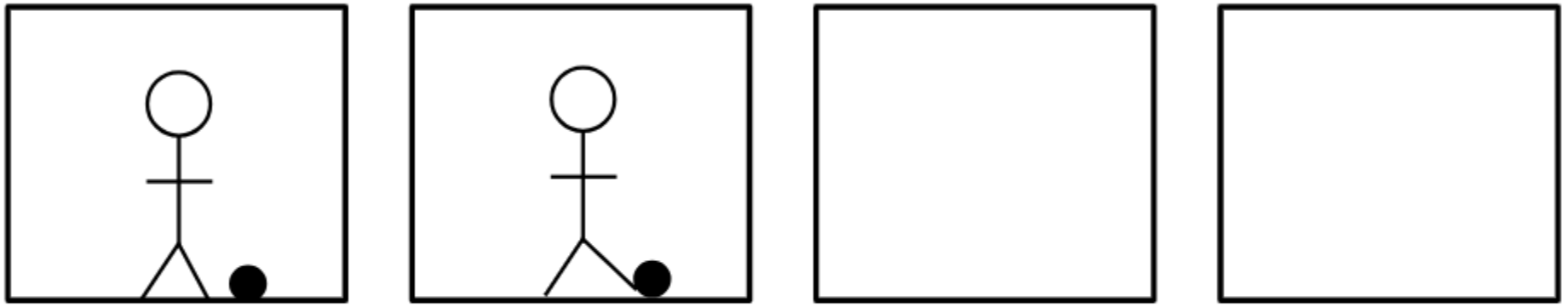
TBAT: relate animated movement to a sequence of pictures.



Tuesday 10th November

TBAT: relate animated movement to a sequence of pictures.

1) Draw the next two **frames** in this sequence:



2) Describe what happens in this sequence and explain how you can tell.