


## Thursday 12th November

Write some sentences using different sentence openings.

_____, I entered the noisy classroom.

Because I was excited, I ...

_____, she waited by the bus stop.

# Assembly

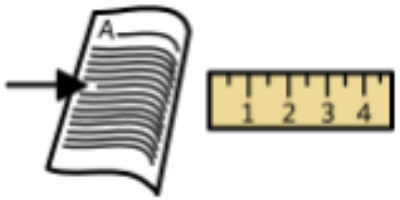
# Close reading



Follow the page



Share the sheet with partner




Follow the text with a ruler




Follow the text with your finger



Listen to the book



Read carefully

If he'd only known, Judy was saying exactly the same thing to Mr Brown at that very moment. The Browns were holding a council of war in the dining-room, and Mr Brown was fighting a losing battle. It had been Judy's idea in the first place to keep Paddington. In this she not only had Jonathan on her side but also her mother. Jonathan had yet to meet Paddington but the idea of having a bear in the family appealed to him. It sounded very important.

"After ail, Henry," argued Mrs Brown, "you can't turn him out now. It wouldn't be right."

Mr Brown sighed. He knew when he was beaten. It wasn't that he didn't like the idea of keeping Paddington. Secretly he was just as keen as anyone. But as head of the Brown household he felt he ought to consider the matter from every angle.

'Tm sure we ought to report the matter to some-one first," he said.

"I don't see why, Dad," cried Jonathan. "Besides, he might get arrested for being a stowaway if we do that."

Mrs Brown put down her knitting. "Jonathan's right, Henry. We can't let that happen. It's not as if he's done anything wrong. I'm sure he didn't harm anyone travelling in a lifeboat like that."

"Then there's the question of pocket money," said Mr Brown, weakening. 'Tm not sure how much pocket money to give a bear."

"He can hâve fifteen pence a week, the same as





the other children," replied Mrs Brown.

Mr Brown lit his pipe carefully before replying. "Well," he said, "we'll hâve to see what Mrs Bird has to say about it first, of course."

There was a triumphant chorus from the rest of the family.

"You'd better ask her then," said Mrs Brown, when the noise had died down. "It was your idea."

Mr Brown coughed. He was a little bit afraid of Mrs Bird and he wasn't at ail sure how she would take it. He was about to suggest they left it for a little while when the door opened and Mrs Bird herself came in with the tea things. She paused for a moment and looked round at the sea of expectant faces.

"I suppose," she said, "you want to tell me you've decided to keep that young Paddington."

"May we, Mrs Bird?" pleaded Judy. *"Please!* I'm sure he'll be very good."

"Humph!" Mrs Bird put the tray down on the table. "That remains to be seen. Different people hâve different ideas about being good. Ail the same," she hesitated at the door. "He looks the sort of bear that means well."

"Then you don't mind, Mrs Bird?" Mr Brown asked her.

Mrs Bird thought for a moment. "No. No, I don't mind at ail. I've always had a soft spot for bears myself. It'll be nice to hâve one about the house. "

"Well," gasped Mrs Brown, as the door closed. "Whoever would hâve thought it!"

"I expect it was because he raised his hat," said Judy. "It made a good impression. Mrs Bird likes polite people."

Mrs Brown picked up her knitting again. "I suppose someone ought to write and tell his Aunt Lucy. I'm sure she'd like to know he's safe." She turned to Judy. "Perhaps it would be a nice thought if you and Jonathan wrote."

"By the way," said Mr Brown, "corne to think of it, where *is* Paddington? He's not still up in his room, is he?"

Judy looked up from the writing-desk, where she was searching for some notepaper. "Oh, he's ail right. He's just having a bath."

"A *bath*!" Mrs Brown's face took on a worried expression. "He's rather small to be having a bath ail by himself. "

"Don't fuss so, Mary," grumbled Mr Brown, settling himself down in the armchair with a newspaper. "He's probably having the time of his life."

Mr Brown was fairly near the truth when he said Paddington was probably having the time of his life. Unfortunately it wasn't in quite the way he meant it. Blissfully unaware that his fate was being decided, Paddington was sitting in the middle of the bathroom floor drawing a map of South America with a tube of Mr Brown's shaving cream.



**The author says Mr Brown was "fighting a losing battle". Why does the author choose these words instead of saying Mr Brown disagreed with the others?**
What picture does this create in the reader's mind?

**Mrs Bird says Paddington "looks the sort of bear that means well". What does this tell us about Paddington's character, even though Mrs Bird does not know him very well?**
Use evidence from across the chapter.

**Why do you think the author includes the discussion about Paddington's pocket money?**
What does this reveal about how the Browns are beginning to view Paddington?

# 12.11.26
# TBAT: recap subtraction by partitioning

Guided:

45 – 27 =

100 – 37 =

63 – 16 =

56 – 17 =

Independent:

90 – 33 =

52 – 24 =

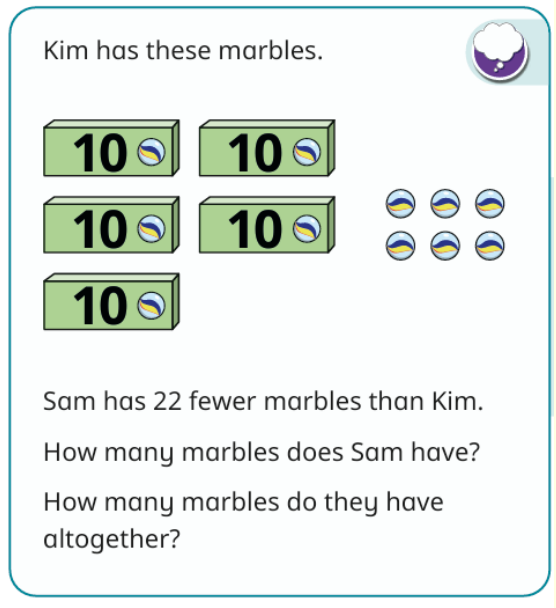
78 – 49 =

30 – 14 =

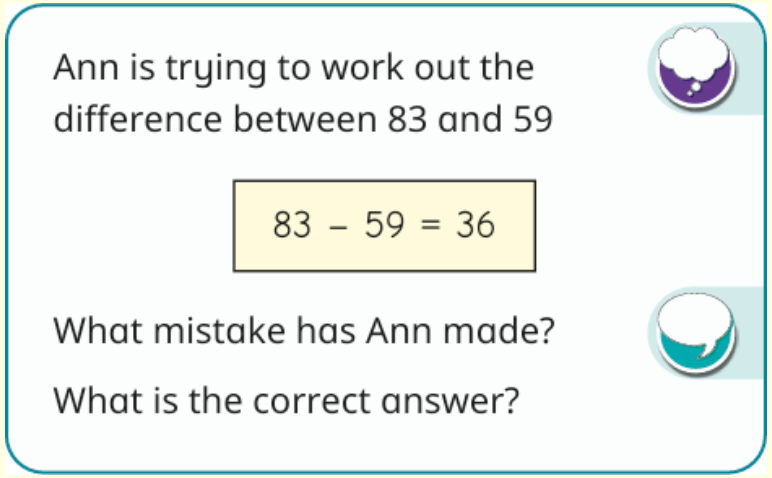
65 -47 =

# 12.11.26
# TBAT: recap subtraction by partitioning

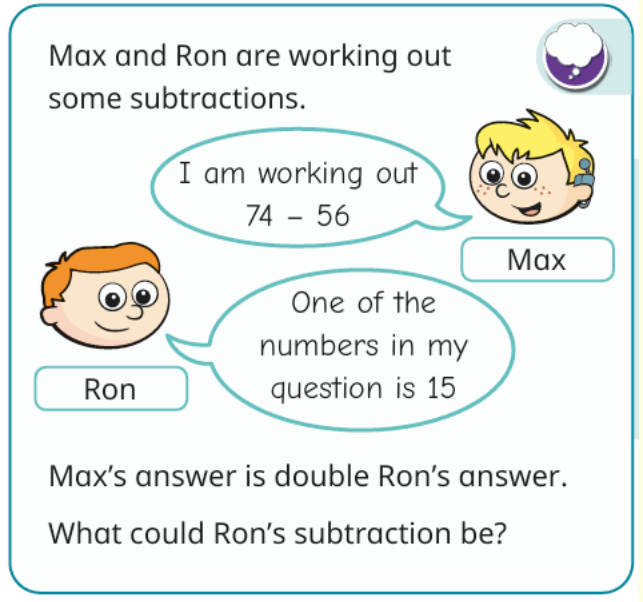
## Challenge




## Mastery




## Mastery with GD



# Thursday 12th November 2026
# TBAT plan a character description

3 in 3

Correct the spelling mistakes

- Paddington carried his suitcase **carefuly** through the busy station.
- He enjoyed eating a **marmelade** sandwich while sitting in the kitchen.
- **Nervosly**, Paddington waited for Mrs Bird to open the door.

# Thursday 12th November 2026
# TBAT plan a character description

When we plan our writing, it is important to look back at our previous work and use the knowledge we have already learned.

This helps us remember successful ideas, vocabulary, and techniques that we can use again.

By reflecting on what we have done before, we can make better choices, organise our ideas more clearly, and create a stronger plan. Good writers use their past learning to help them improve and develop their writing further.

Partner talk:

What have we learnt this week and last week that will help us plan a character description for Paddington?

# Thursday 12th November 2026
# TBAT plan a character description

What we can add:

**Expanded noun phrase:** his thick, navy blue duffle coat with wooden toggles.

**Imaginative simile:** sticky paws as sweet as golden marmalade.

**Varying openings:** 'Fastened tightly...', 'Under his wide brim...'




Q- Why will this help us with our extended write?

Thursday 12th November 2026
TBAT plan a character description

When we plan we :
Write notes, ambitious adjectives, and similes, **not full paragraphs yet!**

We can use our plan for our independent write, to go back through ideas, and help us write them down.

**Partner talk:** How could a plan help you avoid forgetting a brilliant detail?

- **A plan could help me remember _____ because _____.**
- **If I made a plan, I would not forget _____ because _____.**

# Thursday 12th November 2026
# TBAT plan a character description




**A quick plan**

Hat: battered, scarlet

Opener: Beneath his hat,

Eyes: like shiny buttons

Turns into

**A sentence**

Beneath his battered, scarlet hat, Paddington's eyes gleamed like shiny buttons.

The plan helped us gather and choose details.

**Will you write this sentence into your plan?**

# Thursday 12th November 2026
# TBAT plan a character description

Which plan entry uses an expanded noun phrase AND a varied sentence opening?

1. He wore his warm, blue duffle coat every single cold morning.
2. Paddington had a red hat and it was very nice.
3. A sandwich was inside his hat.
4. Tucked beneath his floppy red hat, an emergency marmalade sandwich waited safely.

Thursday 12th November 2026
TBAT plan a character description

| | | |
|---|---|---|
| **Hat** | **Facial features** | |
| **Paddington's coat** | Name: Paddington  | **Paddington's tag** |
| **Paddington's paws** | | |
| **Paddington's suitcase** | | **Paddington's manner** |

Can you use ambitious vocabulary?

Can you use similes?

Can you use expanded noun phrases?

What sentence openers are you going to use?

Jot down short notes rather than a whole paragraph.

Change or add ideas as you write. Your plan can grow with you!

**Partner talk:** How could a plan help you avoid forgetting a brilliant detail?

# Thursday 12th November
# TBAT: add to the texture of a song by playing a drone

3 in 3

Match the musical words to their definitions. (Write the correct letter in each box)

| | |
|---|---|
| a | pitch |
| b | tempo |
| c | timbre |
| d | rhythm |

| | |
|---|---|
| | how high or low a note is |
| | the patterns of sounds and silences that we play and sing |
| | a description of the sound or tone of an instrument |
| | the speed of the music |

An accompaniment is ... (Tick **1** correct answer)

- ☐ the way the music is organised
- ☐ a way of writing music down
- ☐ the speed of the music
- ☐ a musical part that supports the main melody or chant

# Keywords

| | |
|---|---|
| drone | a constant pitched sound that continues throughout a piece of music |
| texture | the combination of different layers of sounds |
| pitch | how high or low a note is |





# Warm up

Before every music lesson, it's important to warm up our bodies and our voices so we are ready to move and sing.

Just like we stretch our muscles before we exercise, we need to stretch our vocal cords before singing.

Warming up our minds and ears will help us play and sing together to a steady pulse.



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

# Hearing the effects of drones in music

Explanation



Hindustani classical music is from North India. In this music, a **drone** is usually played on the tanpura.

The constant sound provides a foundation for the rest of the music to sit on.

Can you hear the **drone** underneath the other instruments?

Photo: A pair of female vocal tanpuras by Martin Spaink; licensed under CC-BY SA 3.0

# Hearing the effects of drones in music

Explanation



Traditional Scottish music also uses **drones**. The bagpipes have at least one **drone** pipe.
They are played by inflating the bag part by blowing into the blowpipe.
The air is then let out of the pipes by squeezing the bag under an arm.

Can you hear a constant note in amongst the other notes?

# Hearing the effects of drones in music

Check

Which of the following is correct?

a A **drone** is the regular steady heartbeat of the music.

b A **drone** is a musical instrument.

c A **drone** is a repeating musical pattern.

d A **drone** is a constant **pitched** sound. ✓



Laura

Our voices can also be used to create a **drone**.

Find an instrument that can play a C.

As a whole class, sing this note to an open ‘aah’ sound.

Now sing it more softly.

This is the basis of a vocal **drone**.

Explanation

We can create a **drone** in our class that can last as long as we need it to.

Play the C again and try and hold the **pitch** in your mind.

If the whole class is singing, you can each breathe when you need to and you won't all be breathing at the same time.

This is called staggered breathing.

Standing if you can, sing your **drone** on C as a whole class and see if you can keep it going for 20 seconds, breathing where you need.

# Hearing the effects of drones in music

Explanation

Check

We can experiment with the sound we'd like our vocal **drone** to make.



Some sounds might sound similar to different musical instruments.

Sing your **drone** to these sounds for 10 seconds each:

- 'Ooooh'
- 'Hmmmm'
- 'Or'
- 'Vvvv'

Which do you like best and why?

Sing Senwa Dedende once through.

- Hold the very last note of ‘senwa’. This will become our **drone**.
- Split into a melody group and a **drone** group (you can swap over each time).
- Sing Senwa Dedende with a vocal **drone** under each time on ‘do’ (C).
- Remember to sing softly and take a breath when you need to.
- Change the **drone** each time to:

1. ‘Aaah’ 2. ‘Hmmmm’ 3. ‘hvvv’



Andeep

Once we were singing the **drone** all together on the same note, I could start to hear how it harmonised with the other notes.

I liked the 'hvvv' sound because when we sang it gently, it sounded like a string instrument playing.



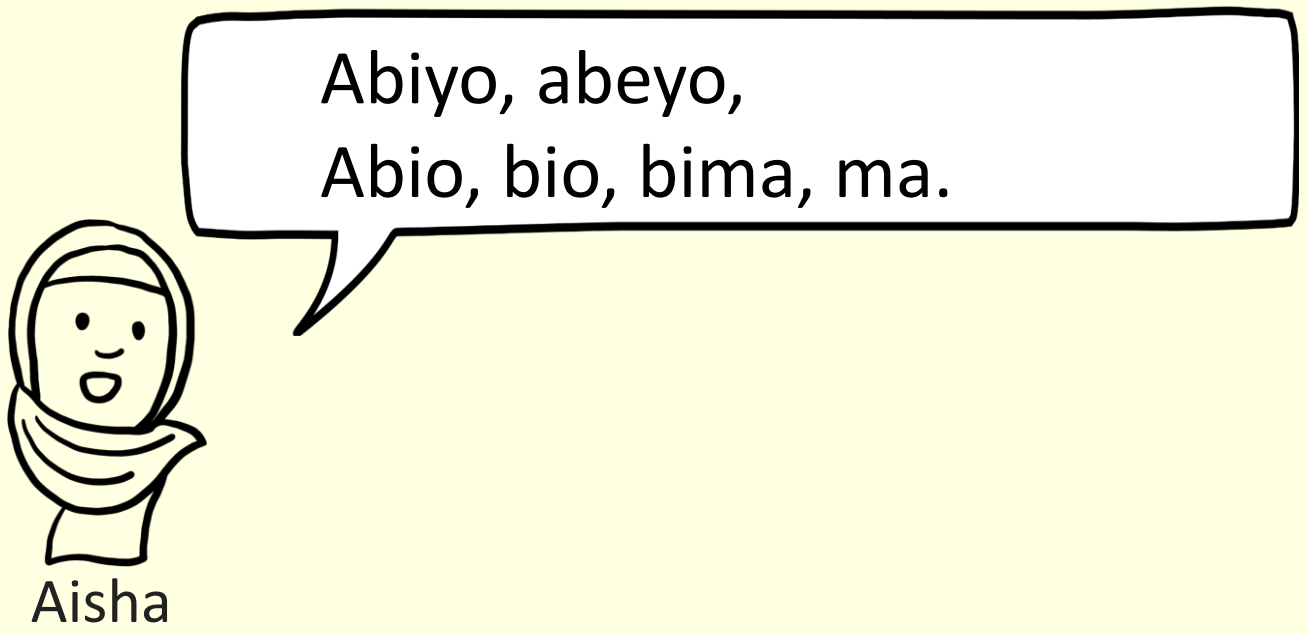
Laura

We each breathed when we needed to and because it was staggered, the **drone** sound was constant and sounded good.



Sofia

Abiyo Abeyo comes from the Aboriginal people of Australia. This song is a welcome song. In Aboriginal culture, songs are very important; they bring people together and help share stories.



We can hear it sung as an echo song.

Join in with the echoes.

Hold the note under the echo.



Aisha

Abiyo

Abeyo

Abio, bio, bima, ma.

Abiyo

Abeyo

Abio, bio, bima, ma.



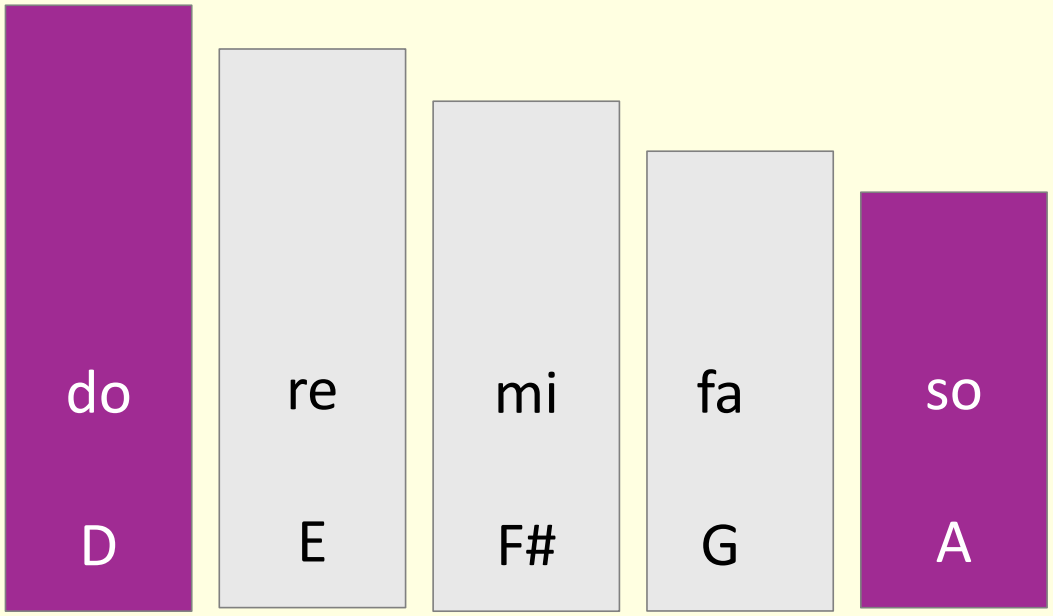
Lucas

# Adding a drone to a song

Explanation

We can explore how adding a **drone** affects the sound and feel of the song.

We can also explore which **drone pitch** sounds better to us.

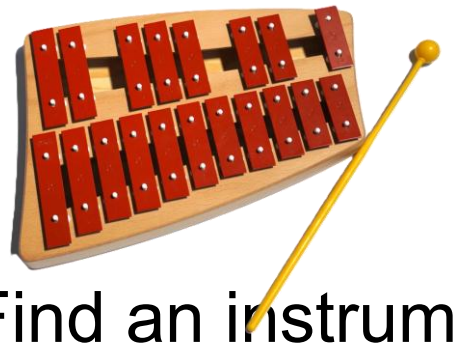


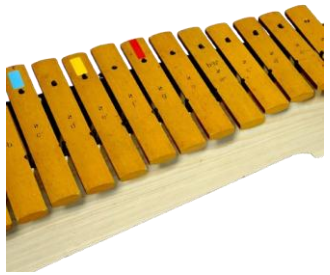

‘So’ (A) is the starting note of the song.

‘Do’ (D) is the final note of the song.

We'll explore which note we prefer to use as a **drone** for our song.

Our two options for Abiyo Abeyo are A ('so') or D ('do').





Find an instrument that can play both of these notes.

Play the track and add a **drone** first on A ('so') and then on D ('do') on those instruments.

If you want to explore further, try singing an 'oh' sound or a hum.

This time, divide into two groups. One group begins, with the second group echoing.



Aisha

Abiyo

Abeyo

Abio, bio, bima, ma.

Abiyo

Abeyo

Abio, bio, bima, ma.



Lucas

Check

Notice that the echo overlaps on the last line.

The second group start singing after ‘Abio, bio, bima’.



Aisha

Abio, bio, bima, ma.

Abio, bio, bima, ma.



Lucas

# Task B Adding a drone to a song

Practice

Explore ways to add a **drone** to a song.

1. Sing Abiyo Abeyo in two groups with the echoes.
2. Explore which instrument you'd like to use to play a **drone**.
   Try different instruments to play an A or a D. You could also explore singing a **drone** to an 'oh' or a hum.
3. Choose a small group of **drone** players to play or sing under the song. Everyone else work in two groups to sing Abiyo Abeyo with the echoes.

# Task B

Adding a drone to a song

Feedback



Jun

We tried both an A and a D on chime bars.
I preferred the D because I thought it sounded more solid.

I liked the sound of the **texture** with the sung echoes and the **drone** together. It sounded like a warm, thicker sound.



Sam



Andeep

In our class, Alex and Izzy can play the recorder so they played the **drone** for us.

A **drone** is a continuous or repeated sound that can be played throughout a piece of music.

**Drones** can be played by many instruments including bagpipes, tanpura, and didgeridoos.

A **drone** can accompany a melody to add depth and **texture**.



We can play **drones** using instruments available to us, including our voices.

Thursday 12th November

TBAT write words containing ig/ed/eg/in

tiger tiger tiger tiger

bed bed bed bed

negative negative negative

window window window

CH- write a sentence containing each of these words

Thursday 12th November

Q: How do our bones provide protection?

**Entry Question:**

What structure inside your body supports your body from falling over?

Thursday 12th November

Q: How do our bones provide protection?

**3 in 3**

1. What structure inside your body supports you from falling over?

2. What statement about bones is true?

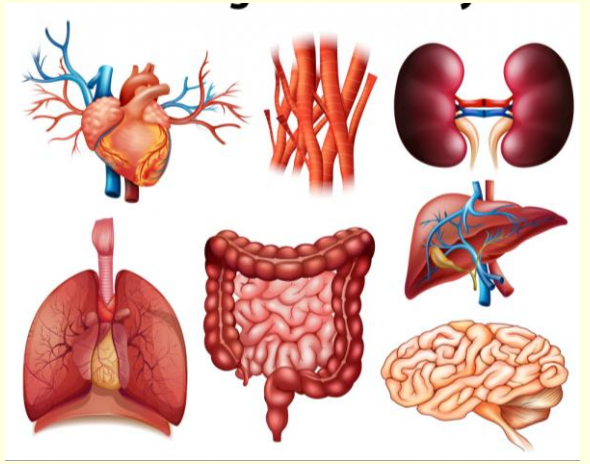
A) The bones in your skeleton are dead.
B) The bones in your skeleton are living.
C) Some bones in your skeleton are dead and some are living.

3. What is this type of image called?



# Thursday 12th November

## Q: How do our bones provide protection?



The hard bones of the skeleton provide **protection** to keep organs safe from injury.

An **organ** is part of the body that does a particular job.

The **skull** is the name for the bones of the head.

The **rib cage** are bones that protect your organs and attach to the spine.

The backbone of vertebrate animals is called a **spine**.







# Thursday 12th November

## Q: How do our bones provide protection?

Talk Partners:



bone

Do you think all bones look like this?

Are all your bones the same length and size?

Human bones are solid, strong and are many different shapes and sizes.

They are joined together to form a skeleton.

Our bones are shaped differently because they do different jobs.



human skeleton

# Thursday 12th November

## Q: How do our bones provide protection?

Inside our head we have a bone called a **skull**.



human skull

Eye sockets contain our eyeballs.

The top part of the skull is called the cranium.

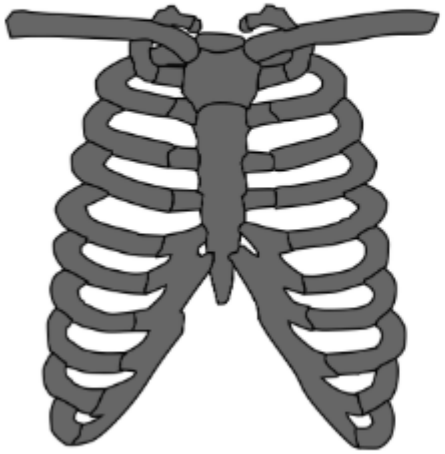
The bottom part of the skull is called the jaw.

Our skull has different parts.
Can you point to them on your head?

# Thursday 12th November

## Q: How do our bones provide protection?

Inside our chest we have a **rib cage**. It is made up of lots of bones called ribs that are joined together.



rib cage

Can you point to your rib cage?

What do yo

Inside our back, we have a **spine.**



spine

The skull is joined to the top of our spine.

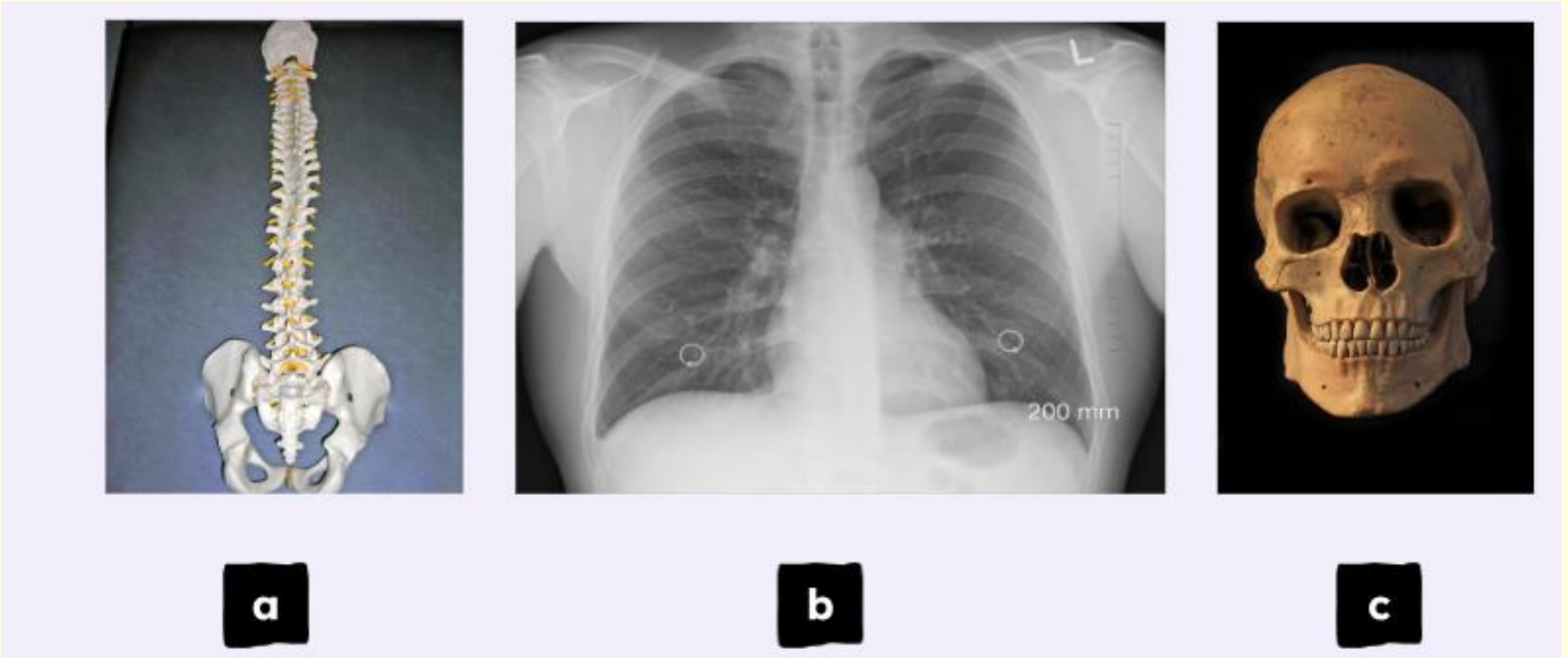
The spine is sometimes called a backbone or spinal column. It is made of lots of smaller bones.

The bottom of our spine is joined to a bone called the pelvis.

Thursday 12th November

Q: How do our bones provide protection?

**Knowledge check (on whiteboards or scrap paper):**
**Label each body part.**



- Thursday 12th November
- Q: How do our bones provide protection?

We are going to go on a bone hunt!

Hidden around the room are lots of pictures of different human bones.



1. Collect all the bones, observe their different shapes carefully.
2. Join the different bones together to form a skeleton.
3. Write the name of the bones on your skeleton that you find in your head, chest and back.
4. Describe one feature that is the same about all the bones and one feature that is different.

# Thursday 12th November

## Q: How do our bones provide protection?

What does your skeleton do? - BBC Bitesize

Human bones are strong and hard. They are joined together to make our skeleton.

One of the purposes of our skeleton is to support our body.



Aisha

Our skeleton also provides **protection**. It protects the **organs** inside our body from damage.

Our organs are parts of our body that do important jobs to keep us alive. Different bones keep them safe.

Can you name any of the organs in the human body?

An introduction to the major organs of the human body - Body systems: Video playlist - BBC Bitesize

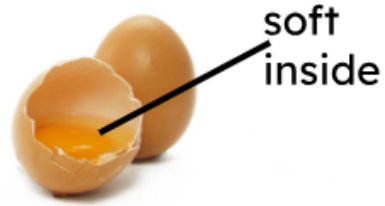
# Thursday 12th November

## Q: How do our bones provide protection?

Our bones give some **protection** to our soft **organs** inside our body.




egg




inside an egg

An egg is hard on the outside like our bones.

Our organs are soft like the inside of an egg. The s protects the inside of t

Your brain is a soft **organ** that is protected by your **skull.** The skull is a very hard bone.



brain



skull

Look at this picture of a walnut.
It looks like your brain inside your skull.
The hard shell protects the softer nut inside.

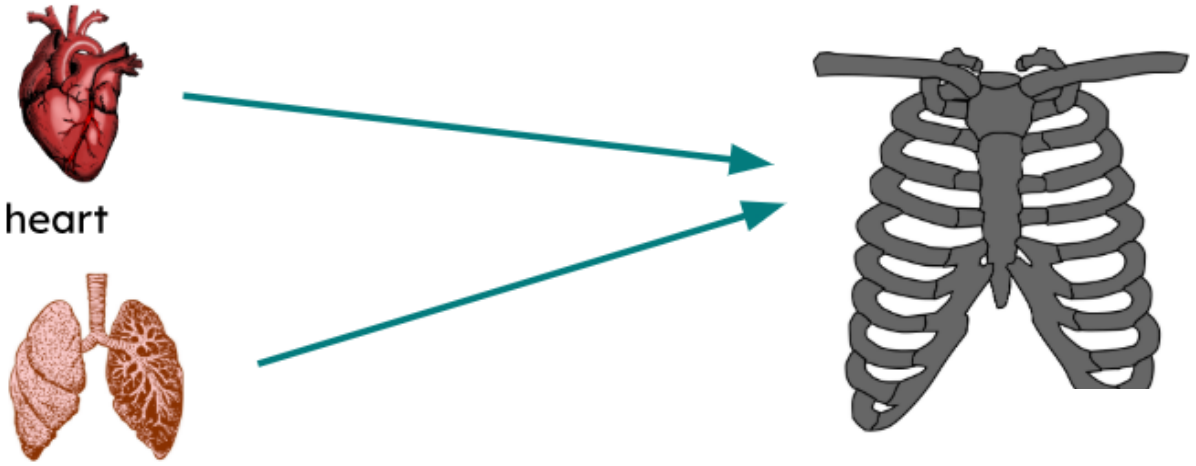


walnut in a shell

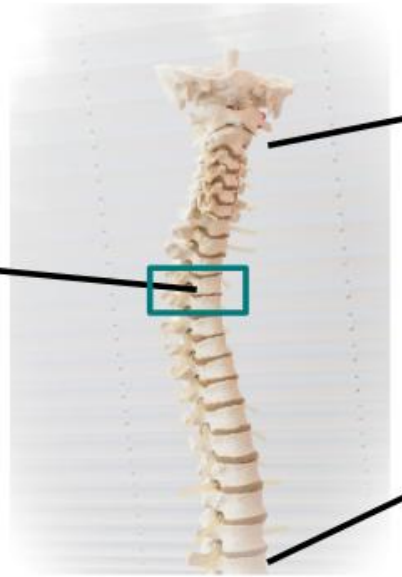
# Thursday 12th November

## Q: How do our bones provide protection?

Your heart and lungs are soft **organs** that are protected by the hard bones of the **rib cage**.
The ribs are joined to create a cage around these organs.




Our **spine** is made up of smaller bones called vertebrae.

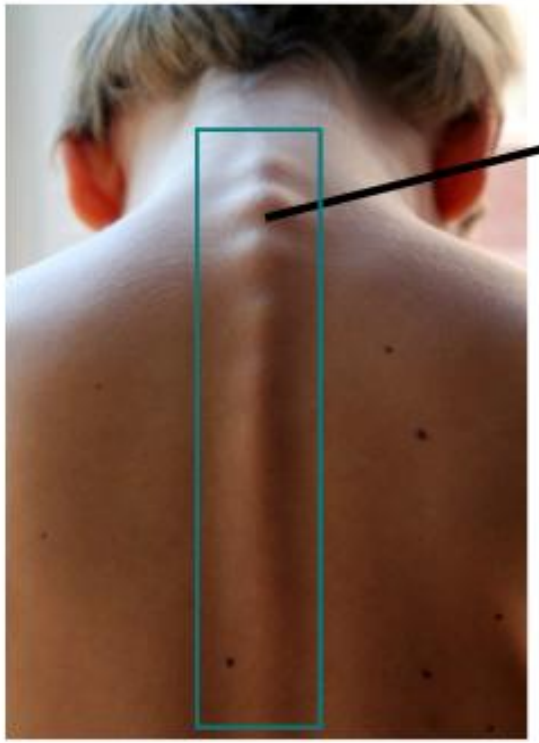


The vertebrae stack up on top of each other to form the spine.

They allow the spine to be flexible.

Thursday 12th November

Q: How do our bones provide protection?



spine

The **spine** protects an important part of our body called the spinal cord.

The spinal cord must have **protection** because it sends messages from the brain to the rest of the body.

Can you feel your spine?
What does it feel like?

Thursday 12th November

Q: How do our bones provide protection?

Fill in the gaps.

Our heart and lungs are protected by our _____.

Our brain is protected by our _____.

Our spinal cord is protected by our _____.

# Thursday 12th November

## Q: How do our bones provide protection?

Take pictures of groups doing task.



heart, lungs, brain

1. Cut out the images of the heart, lungs and brain.



string

2. Cut a long piece of string to represent the spinal cord.



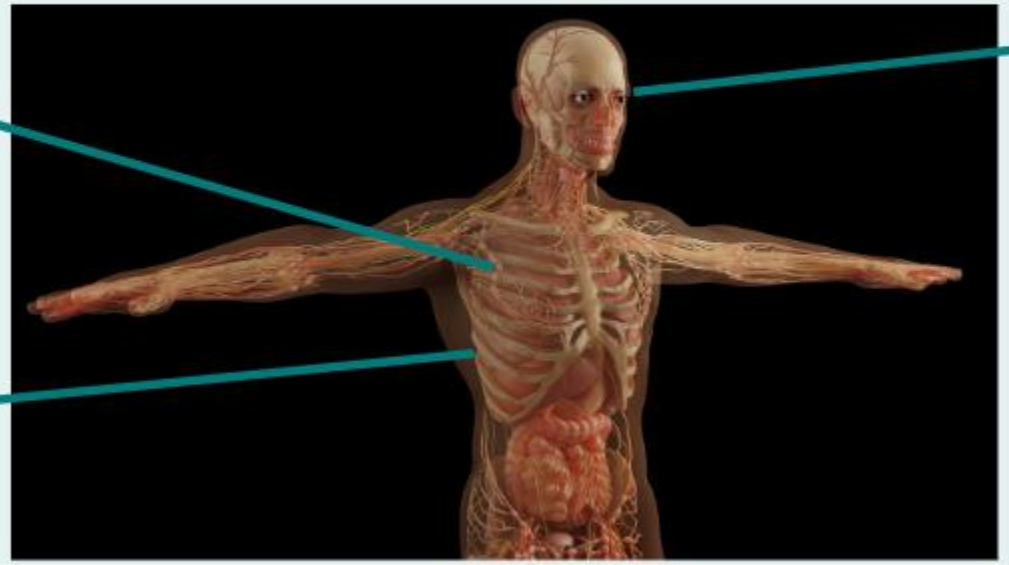
skeleton

3. Add them to the skeleton you made in Task A by placing them under the bones that protect them.

Thursday 12th November

Q: How do our bones provide protection?

Your skeleton model shows the heart and lungs are protected by the rib cage, your brain is protected by the skull and the spinal cord is protected by the spine.



Rib cage protecting the heart and lungs.

Spine at the back protecting the spinal cord.

Skull protecting the brain.

Thursday 12th November

Q: How do our bones provide protection?

**Talk Partner:**

Lucas has had an X-ray that shows he has broken some **bones**. He has to protect his bones with strong material.



Lucas

Do you know what types of material might be good to protect my bones?

Thick, stiff, solid material, like rubber or fibreglass can be used to make protective equipment to protect Lucas' bones.

Thursday 12th November

Q: How do our bones provide protection?

**Independent task:**
Label the equipment and explain what bone it is protecting.

Challenge:
Think of other sports, what equipment do the players wear to protect their bones?

People wear different types of **protection** at work made from these materials.
Which equipment is protecting which **bone**?



builder






American footballer



# Thursday 12th November

## Q. What is personal information is and why is it private?

3 in 3

The online world is much bigger than we will ever know and so it can feel like what we upload can get lost. This is not true! Therefore, it is important to always make sure that you keep your personal information completely private and secure. The internet is a wonderful space to explore but we must make sure that when we use it, you are safe and secure.

1) How big is the online world?
2) How can the internet be described?
3) Does everything we look at or post get lost online?

## Talk partners

Which of these are personal pieces of information?

Your full name
Your date of birth
5x5
Your telephone number
Your favourite football team
What day it is
Your address
Your mum's name
Where you went on holiday last year
The name of the queen
Your dad's bank account details
Your photo
A photo of your family

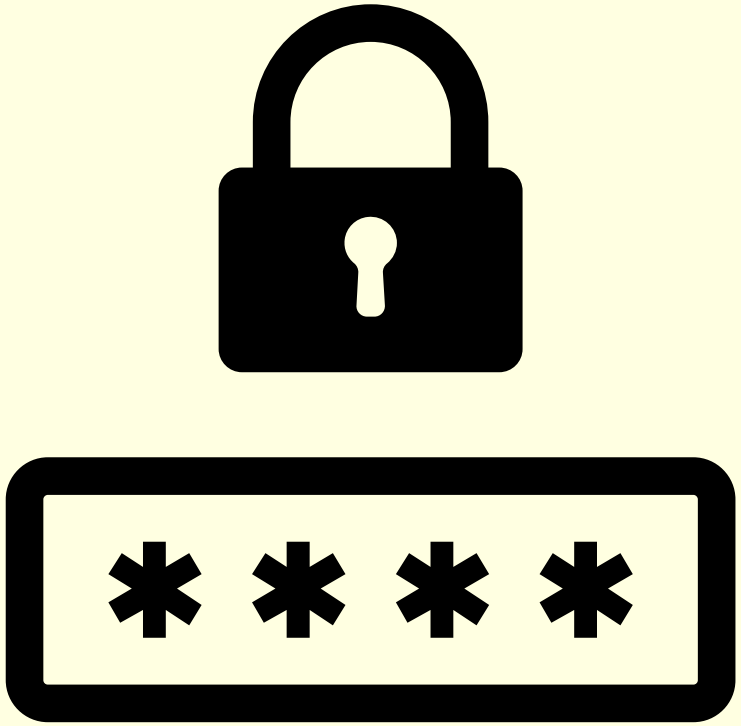



Would you tell a stranger in the street all these details? It's the same online!

# It’s private!

Talk partners

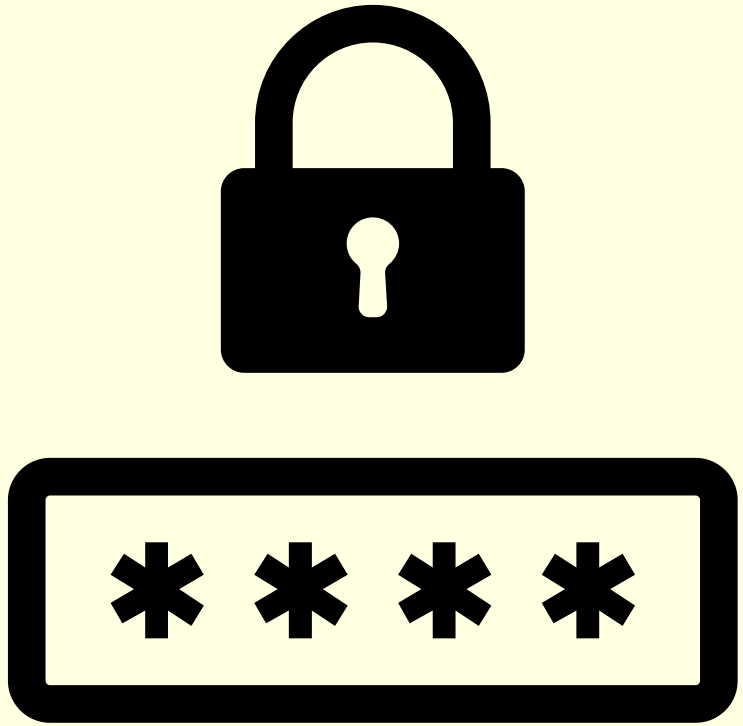
What should a password include to make it secure?



# It’s private!

Ideas for a perfect SECURE password

Use letters and numbers
Don’t include any personal information
Use capitals and lower case letters
Have a minimum of 8 characters
Use characters like %, *, $, ! or@



# Thursday 12th November

# Q. What is personal information is and why is it private?

You should only ever share personal information with people you know well.
What personal information will you put into the chest?



Make your own list of things you should never share, only with your adults at home.

Challenge
Explain why it is important to only tell your adults at home this important information.

