Tuesday 3rd November
03.11.26

TUESDAY	
	Reading, Arithmetic, TTRS
	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 a recount about your week off school.

What did you do?
Who did you see?
Where did you go?

3.11.26

Times tables

Learn Your Three Times Table in Rap! | MC Grammar 🎤 | Educational Rap Songs for Kids 🎵

1 x 3 = 3

2 x 3 = 6

5 x 3 = 15

10 x 3 = 30

Take turns to practise these with your partner

3.11.26

Daily 10 - Mental Maths Challenge - Topmarks

TBAT: find unit fractions of an amount

3 in 3

1. Order the unit fractions (smallest to greatest)

$$\frac{1}{10} \quad \frac{1}{4} \quad \frac{1}{8} \quad \frac{1}{2}$$

2. Compare the fractions

1/6 ___ 1/5

3. Half of 46 is …

Find $\frac{1}{2}$ of 14 and of 68

3.11.26
TBAT: find unit fractions of an amount



The Fractions Song

3.11.26
TBAT: find unit fractions of an amount

Vocabulary

A numerator is the top part of a fraction. It shows how many parts of the whole are being considered.

A denominator is the bottom part of a fraction. It shows how many equal parts the whole has been split into.

A unit fraction is a fraction where the numerator is 1.

A representation is a picture that shows a number or calculation. For example, a bar model or a place value chart.

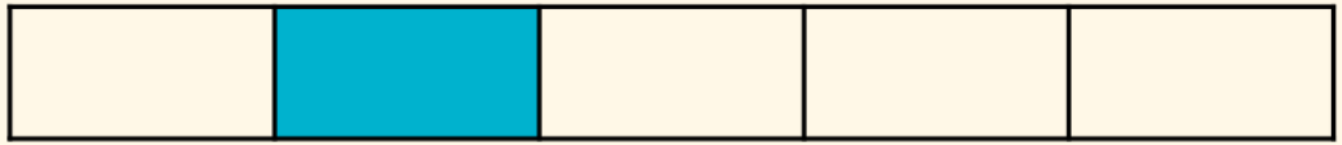
Equal means the same. Equal groups have the same number in each group.

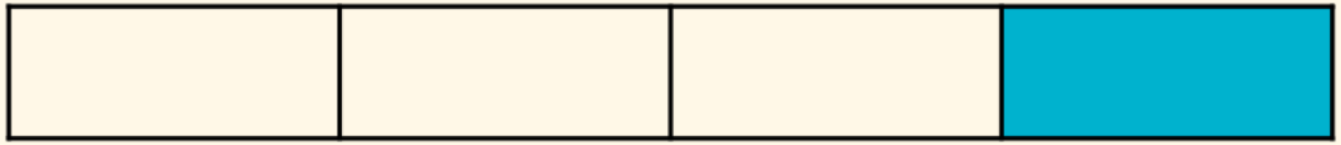
3.11.26

TBAT: find unit fractions of an amount

Partner Work:

Write these fractions on your board.

A. 

B. 

C. 

Ned is thinking about unit fractions.



Ned

When the denominator increases, the size of the fraction decreases.

Do you agree?

Explain why.

3.11.26

TBAT: find unit fractions of an amount

To find a fraction of an amount we can use images and our existing knowledge of division.

$$\frac{1}{4} \text{ of } 24 = ?$$



What division calculation can we create?

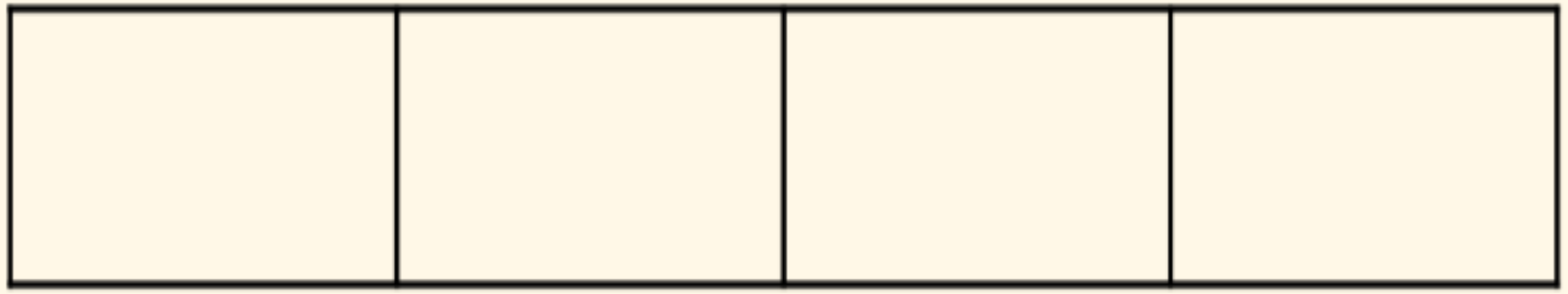
3.11.26

TBAT: find unit fractions of an amount

To find a unit fraction of an amount we divide by the denominator. 24 ÷ 4 =

$\frac{1}{4}$ of 24 = ?



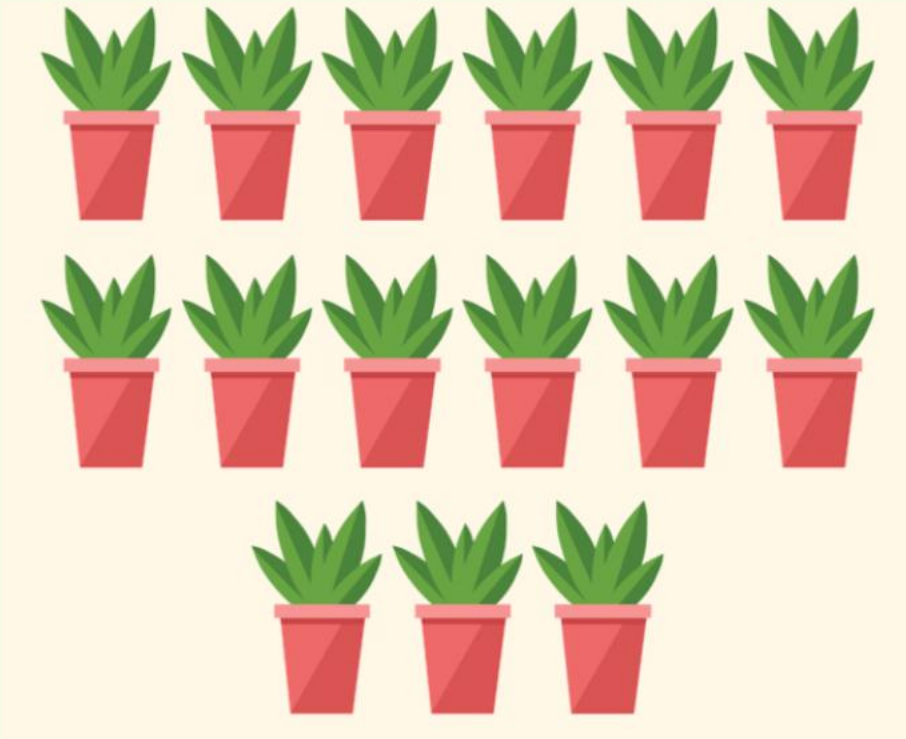


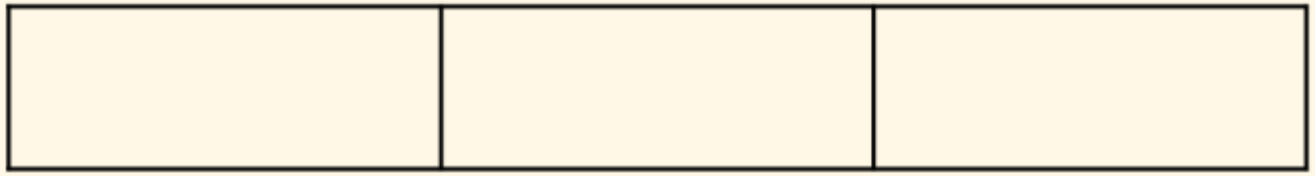
3.11.26

TBAT: find unit fractions of an amount

Partner work

Find one third of 15





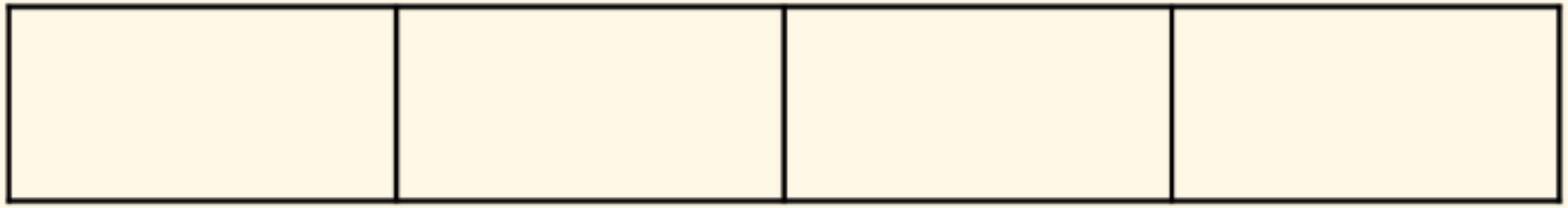
Find one third of 21

3.11.26

TBAT: find unit fractions of an amount

Independently on your white board:

$\frac{1}{4}$ of 28 = ?



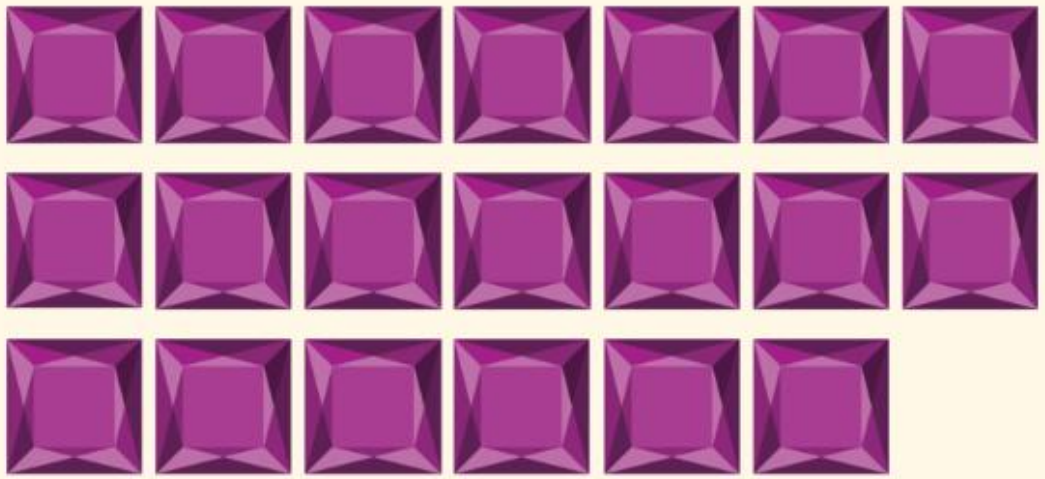
One fifth of 25

3.11.26
TBAT: find unit fractions of an amount

Partner work:

Which representation has been solved correctly?

A. $\frac{1}{5}$ **of 20 = 4**



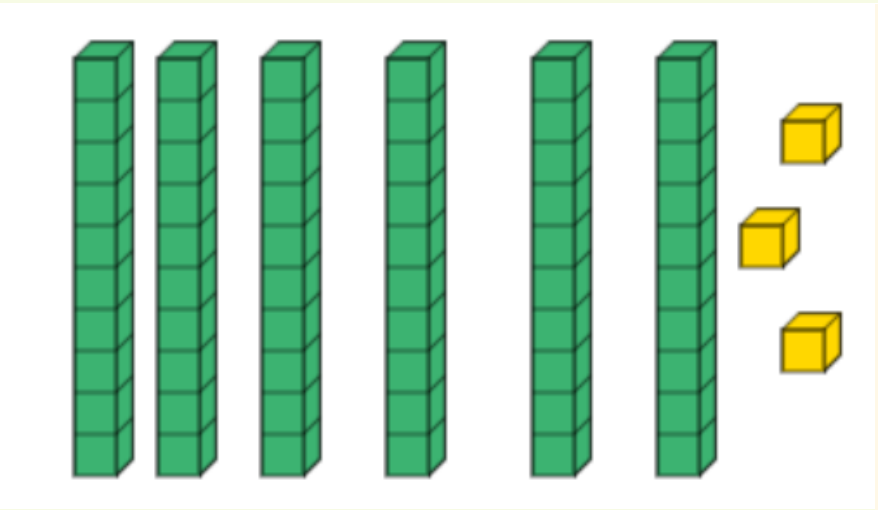
B. $\frac{1}{8}$ **of 32 = 8**



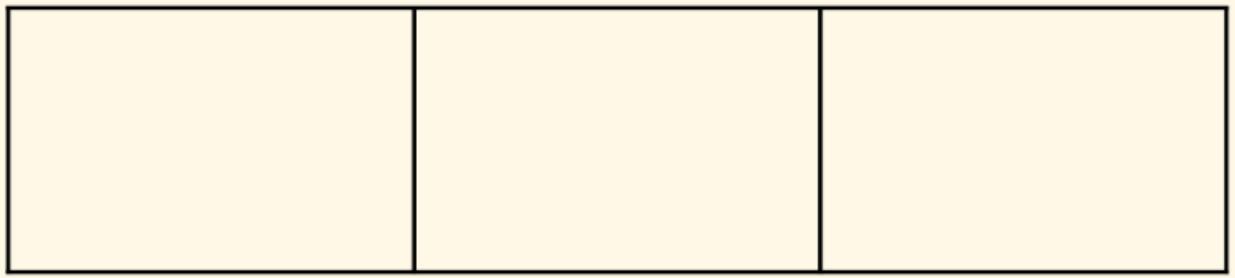
Representation _____ **has been solved correctly.**

3.11.26

TBAT: find unit fractions of an amount



$\frac{1}{3}$ of 63 = ?



Use the sharing method to solve the calculation.

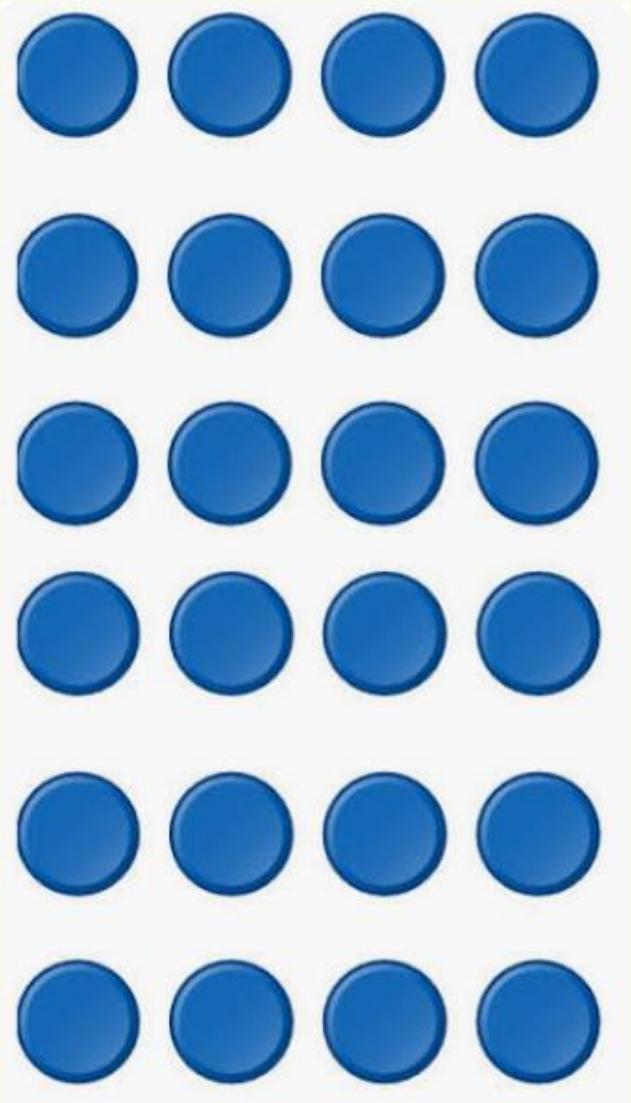
3.11.26

TBAT: find unit fractions of an amount

Knowledge Check:

One quarter of 24 is:

a)6
b)32
c)4



3.11.26

TBAT: find unit fractions of an amount

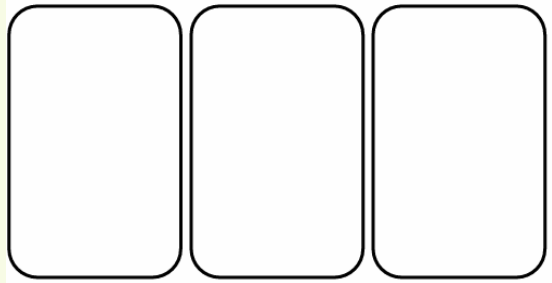
Independent:

2b. How many marbles will be in each group?



$\frac{1}{2}$ of 24 = ☐

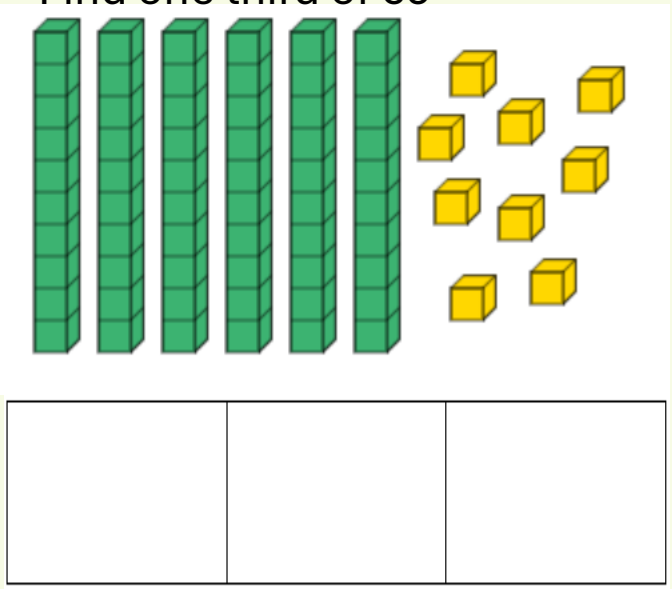
2. There are 27 batteries in a pack.



How many batteries are in a $\frac{1}{3}$ of a pack?

VF

Find one third of 69



$\frac{1}{5}$ of 15

$\frac{1}{3}$ of 18

Kit thinks of a number.

$\frac{1}{3}$ of their number is 10.

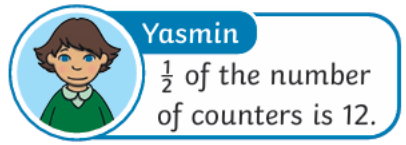
What is Kit's number?





Challenge:

Yasmin has hidden some counters in a bag.





How many counters in her bag?

Mastery

What is $\frac{1}{3}$ of the number of counters in Yasmin's bag?

What is $\frac{1}{4}$ of the number of counters in Yasmin's bag?

Mastery with GD

6. Eugene has the statement below.

$$\frac{1}{5} \text{ of } 60 > \frac{1}{8} \text{ of } \square$$

Find two possibilities to complete the statement correctly.

Monday 3rd November

TBAT: create adverbs with the suffix –ly.

What is a verb?

What is an adverb?

Is there a spelling rule that you know is often used when spelling adverbs?

This week we are looking at how to create **adverbs** using the suffix –ly…

What do you notice about these words?



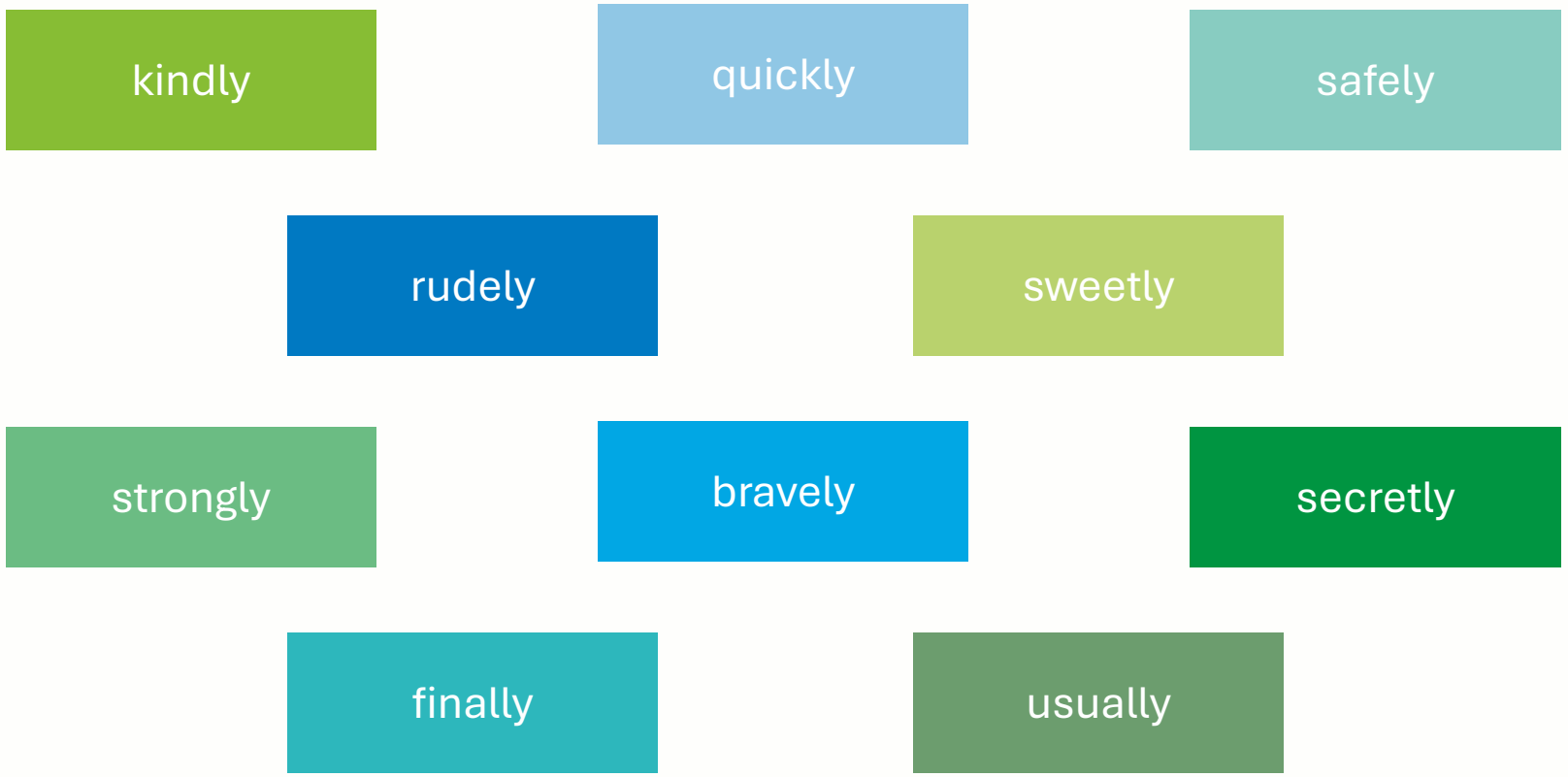
quickly



strongly



bravely



What do these words all have in common?

What do the root words end in?

Is there any change to the root word?

Adverbs are often formed when the suffix -ly is added to an adjective root word. Look what happens here...



What do you notice about these words?

sad + ly = sad ly

How does the root word change when the suffix –ly is added?

It doesn't! It remains exactly the same!

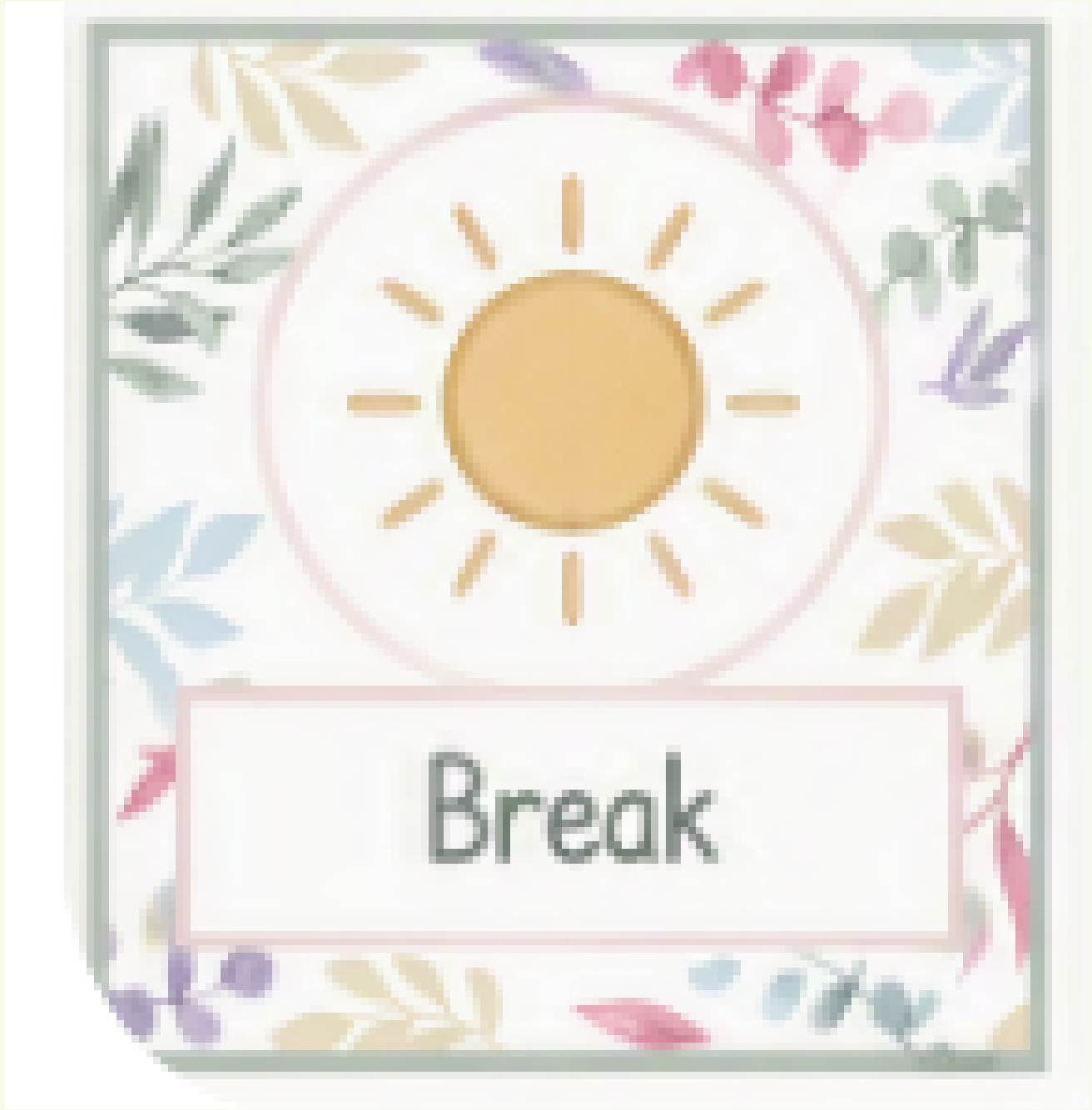
Tuesday 3rd November 2026

TBAT: create adverbs with the suffix –ly.

kindly
quickly
safely
rudely
sweetly
strongly
bravely
secretly
finally
usually

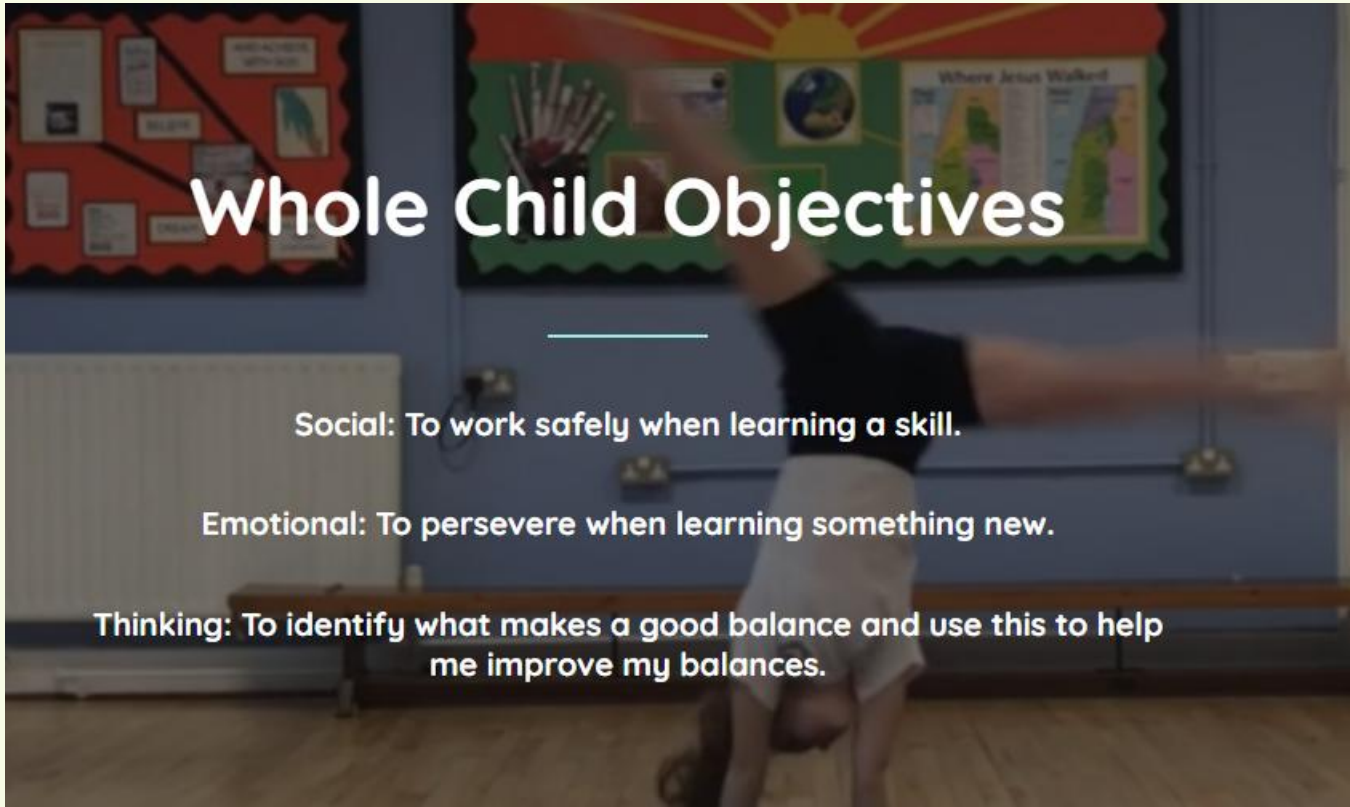


Challenge – Use each Y3/4 word in a correctly punctuated sentence.
Include a conjunction.


Break

PE

TBAT: create interesting point and patch balances.





Tuesday 3rd November 2026

TBAT: make inferences from a text and use words in context.



Paddington was a small bear from Peru. He wore a red hat and carried a battered suitcase. Although he was far from home, Paddington was always polite and tried to be friendly to everyone he met.

3 in 3

1)Where was Paddington from?

2)What did Paddington carry with him?

3)What can you infer from Paddington in this description?

Tuesday 3rd November 2026

TBAT: make inferences from a text and use words in context.

Words you will find in the text:

- **Crowded** – Full of people or things; there is not much room.
- **Laden** – Heavily loaded or carrying a lot of something.
- **Stowaway** – A person who secretly hides on a ship, plane, or other vehicle to travel without paying.
- **Peru** – A country in South America.
- **Emigrated** – Left one country to go and live permanently in another country.





Chapter One

Please Look After this Bear

Mr and Mrs Brown first met Paddington on a railway platform. In fact, that was how he came to hâve such an unusual name for a bear, for Paddington was the name of the station.

The Browns were there to meet their daughter Judy, who was coming home from school for the holidays. It was a warm summer day and the station was crowded with people on their way to the seaside. Trains were whistling, taxis hooting, porters rushing about shouting at one another, and

altogether there was so much noise that Mr Brown, who saw him first, had to tell his wife several times before she understood.

"A *bear?* On Paddington station?" Mrs Brown looked at her husband in amazement. "Don't be silly, Henry. There can't be!"

Mr Brown adjusted his glasses. *'But there is," he insisted. "I distinctly saw it. Over there—behind those mailbags. It was wearing a funny kind of hat."

Without waiting for a reply he caught hold of his wife's arm and pushed her through the crowd, round a trolley laden with chocolaté and cups of tea, past a bookstall, and through a gap in a pile of suitcases towards the Lost Property Office.

"There you are," he announced, triumphantly, pointing towards a dark corner. "I told you so!"

Mrs Brown followed the direction of his arm and dimly made out a small, furry object in the shadows. It seemed to be sitting on some kind of suitcase and around its neck there was a label with sortie writing on it. The suitcase was old and battered and on the side, in large letters, were the words WANTED ON VOYAGE.

Mrs Brown clutched at her husband. "Why, Henry," she exclaimed. "I believe you were right after ail. It *is* a bear!"

She peered at it more closely. It seemed a very unusual kind of bear. It was brown in colour, a rather dirty brown, and it was wearing a most odd-

looking hat, with a wide brim, just as Mr Brown had said. From beneath the brim two large, round eyes stared back at her.

Seeing that something was expected of it the bear stood up and politely raised its hat, revealing two black ears. "Good afternoon," it said, in a small, clear voice.

"Er . . . good afternoon," replied Mr Brown, doubtfully. There was a moment of silence.

The bear looked at them enquiringly. "Can I help you?

Mr Brown looked rather embarrassed. "Well . . . no. Er ... as a matter of fact, we were wondering if we could help you."

Mrs Brown bent down. "You're a very small bear," she said.

The bear puffed out its chest. 'Tm a very rare sort of bear," he replied, importantly. "There aren't many of us left where I corne from."

"And where is that?" asked Mrs Brown.

The bear looked round carefully before replying. "Darkest Peru. I'm not really supposed to be here at ail. I'm a stowaway!"

"A stowaway?" Mr Brown lowered his voice and looked anxiously over his shoulder. He almost expected to see a policeman standing behind him with a notebook and pencil, taking everything down.

"Yes," said the bear. "I emigrated, you know." A

sad expression came into his eyes. "I used to live with my Aunt Lucy in Peru, but she had to go into a home for retired bears."

"You don't mean to say you've corne ail the way from South America by yourself?" exclaimed Mrs Brown.

The bear nodded. "Aunt Lucy always said she wanted me to emigrate when I was old enough. That's why she taught me to speak English."

"But whatever did you do for food?" asked Mr Brown. "You must be starving."

Bending down, the bear unlocked the suitcase with a small key, which it also had round its neck, and brought out an almost empty glass jar. "I ate marmalade," he said, rather proudly. "Bears like marmalade. And I lived in a lifeboat."

"But what are you going to do now?" said Mr Brown. "You can't just sit on Paddington station waiting for something to happen."

"Oh, I shall be ail right ... I expect." The bear bent down to do up its case again. As he did so Mrs Brown caught a glimpse of the writing on the label. It said, simply, **PLEASE LOOK AFTER THIS BEAR. THANK YOU.**

She turned appealingly to her husband. "Oh, Henry, what *shall* we do? We can't just leave him here. There's no knowing what might happen to him. London's such a big place [illegible] a few days?" ou've nowhere to go. Can't he corne and stay with us for

io



What is inference?

Inference means using clues from the text and what you already know to work something out.

Sometimes the author does not tell us everything directly. We have to be reading detectives and look for clues.



Tuesday 3rd November 2026

TBAT: make inferences from a text and use words in context.



Inference

1. Why does Mr Brown lower his voice when the bear says he is a stowaway?

2. What can we infer about Aunt Lucy from the text?

3. Why do Mr and Mrs Brown decide to help Paddington?

4. What does the label "PLEASE LOOK AFTER THIS BEAR. THANK YOU." suggest?

Challenge: Do you think the label was written with hope, worry, or both? Explain your answer using evidence from the text.



What is context?

Using words in context means looking at the words and sentences around an unfamiliar word to help you work out its meaning.

You do not always need a dictionary. Good readers use clues from the text to understand what a word means.

Tuesday 3rd November 2026

TBAT: make inferences from a text and use words in context.



1. The station was *crowded* with people on their way to the seaside. What does *crowded* mean in this sentence?

A. Very quiet
B. Full of people
C. Empty and lonely
D. Full of animals

2. Mr Brown pushed through the crowd, round a trolley *laden* with chocolate and cups of tea. What does *laden* mean?

A. Carrying a heavy load
B. Moving quickly
C. Broken and old
D. Lost and forgotten

3. Paddington tells the Browns, "I'm a *stowaway*!" What is a *stowaway*?

A. Someone who works on a ship
B. Someone who secretly travels without a ticket
C. Someone who owns a boat
D. Someone who gets lost

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana

3 in 3

A story told by Jesus with a hidden meaning that has to be worked out is known as a ... (Tick **1** correct answer)

- [ ] parable.
- [ ] gospel.
- [ ] miracle.

Humanists are people with a _____ worldview. (Tick **1** correct answer)

- [ ] religious
- [ ] non-religious
- [ ] non existent

What symbol do Christians and Jews believe that God created as a promise never to flood the earth again? (Tick **1** correct answer)

- [ ] cross
- [ ] rainbow
- [ ] Torah
- [ ] Bible

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the 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 10 heads and 20 arms
Diwali	a Hindu festival that symbolises the victory of light over darkness and knowledge over ignorance

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana



map of India

Hindu Dharma has existed for thousands of years. It originated in India.

The Hindu worldview has many paths, but it shares the idea of dharma. Dharma is living a life based on service, respecting others and being connected to all of nature.

Hindu Dharma has many ancient stories which have been passed down through generations.

Mpa image: Cacahuate (talk), Ravikiran Rao, Nichalp (base outline), CC BY-SA 4.0, via Wikimedia Commons

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana

Partner Talk:

Look at this image. What can you see?

What is happening?



This is a manuscript of the **Ramayana** from the 17th century. The **Ramayana** is an epic story from India. An epic story means a long story which contains deeper meanings.

Image: Scribes and painters employed by the Kingdom of Mewar., Public domain, via Wikimedia Commons

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana



There are many beautiful copies of the **Ramayana**.

The beautiful illustrations show how important it has been to Hindus in the past.

It is a central story for Hindus today. Its deeper meanings help Hindus understand how to live a life according to dharma.

Image: Scribes and painters employed by the Kingdom of Mewar., Public domain, via Wikimedia Commons

Tuesday 3rd November
TBAT: retell the story of Rama and Sita from the Ramayana



This is Kavita,
a British Hindu.

For me, the **Ramayana** is one of the most famous stories in Hindu Dharma. It tells the tale of Prince **Rama** and his brave journey to rescue his wife, **Sita**, from the evil king **Ravana**. Some people even call this the '**Rama** and **Sita**' story because they are the main characters.

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana



Kavita

The story of the **Ramayana** is often shared during prayers and special celebrations. I hear it a lot during a festival called **Diwali**. This is a picture of me at my local mandir, getting ready to listen to the **Ramayana** being told as part of the **Diwali** celebrations.



Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana



Procession in India

As well as in books and retellings, the **Ramayana** is acted out in plays and dances called Ramlila.

During festivals, there are also grand processions, like this one, where huge statues of **Ravana** are displayed and even burned to celebrate **Rama**'s victory over him.

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana



I listen to a retelling of the **Ramayana** at the mandir during the festival of **Diwali**.

Kavita

Partner Talk:

Can you explain two other ways Hindus might hear the **Ramayana**?

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana



I listen to a retelling of the **Ramayana** at the mandir during the festival of **Diwali**.

Kavita

Can you explain two other ways Hindus might hear the **Ramayana**?

Your answer could have included:

People might hear the **Ramayana** in books where the story is written down, or they might hear it acted out in plays or dances during festivals, like Ramlila. These performances show the main parts of the story and help people learn about **Rama**'s journey.

What happens in the story of Rama and Sita?

Explanation

Ramayana: The story of **Rama** and **Sita**



Prince **Rama**, **Sita**, and Lakshman left the palace to live in the forest after **Rama** was exiled.

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana

Why did **Rama** have to live in the forest for 14 years?

a to go on a journey to find his wife, **Sita**

b his stepmother wanted her son to be king instead of **Rama** ✓

c he was cursed by a wizard

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana

Ramayana: The story of **Rama** and **Sita**



Ravana was a powerful king, but made a bad decision as he wanted to steal **Sita** away from **Rama**.

Ravana tricked **Sita** by disguising himself as a golden deer, luring **Rama** to chase it.

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana

Ramayana: The story of **Rama** and **Sita**



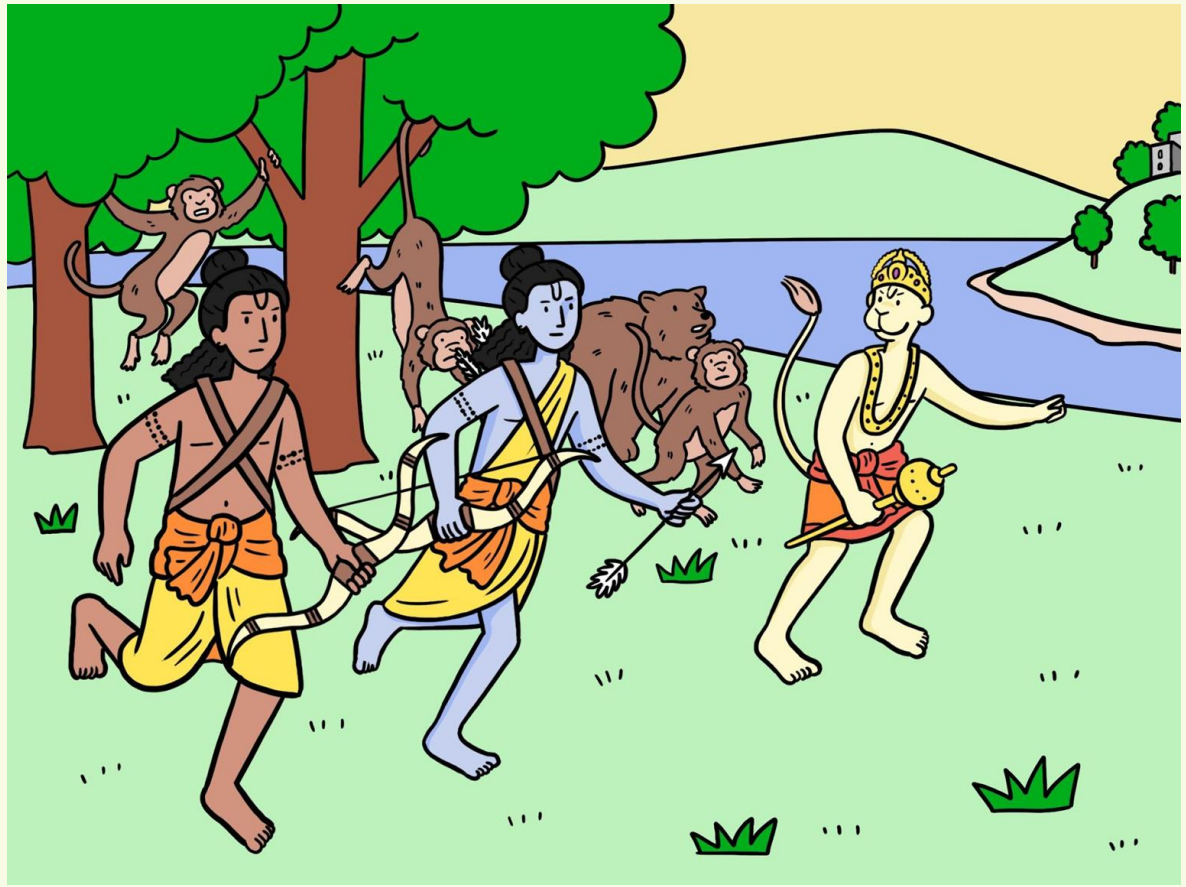
Tricked by **Ravana** in disguise, **Sita** stepped outside the line.

Ravana revealed his true form, seized her, and flew to Lanka.



Tuesday 3rd November
TBAT: retell the story of Rama and Sita from the Ramayana

Ramayana: The story of **Rama** and **Sita**



Rama and Lakshman set off on a great journey to find **Sita**. With Hanuman's help, they discovered she was in Lanka, waiting for rescue.

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana

Who helps **Rama** and Lakshman rescue **Sita**?

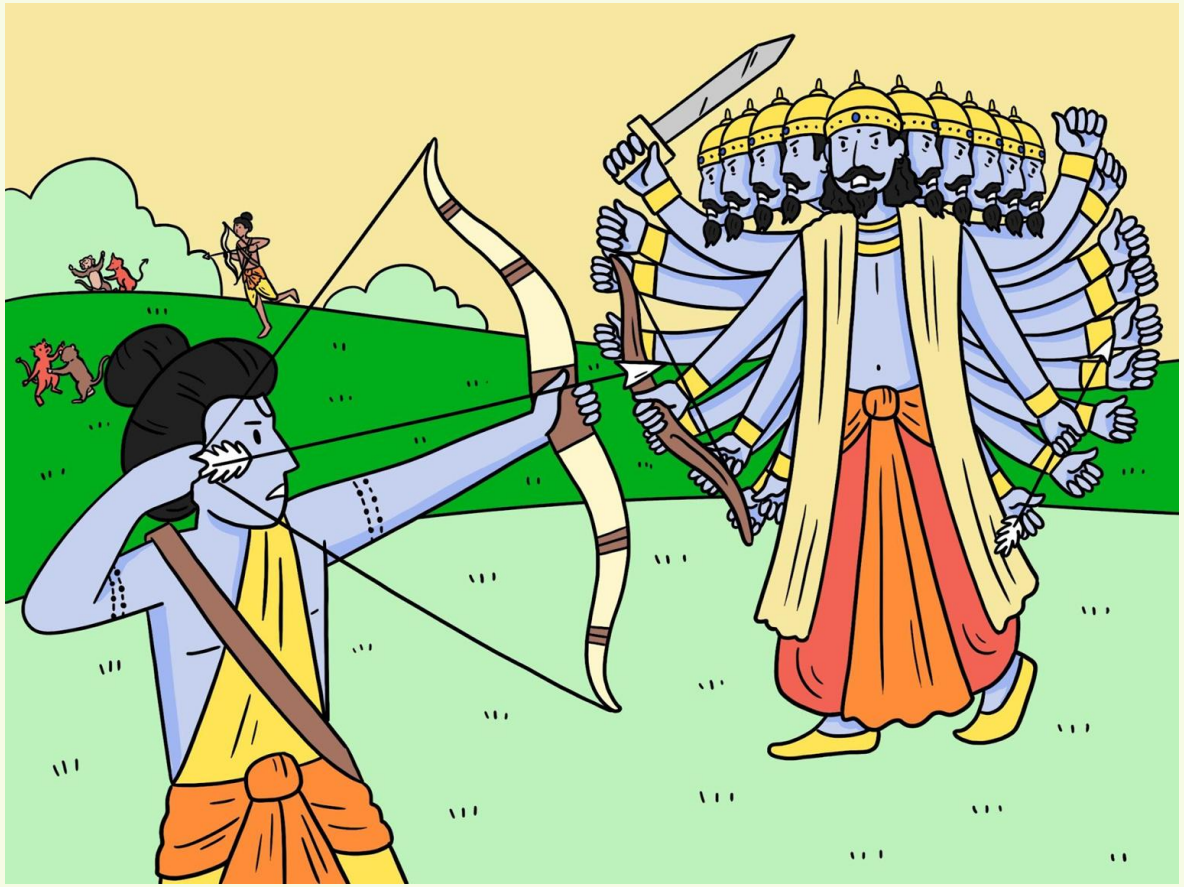
a Hanuman and his army ✓

b **Ravana**

c **Rama**'s dad, the king

Tuesday 3rd November
TBAT: retell the story of Rama and Sita from the Ramayana

Ramayana: The story of **Rama** and **Sita**



Rama built a bridge to Lanka, led his army into battle, and defeated **Ravana** with a powerful arrow.

Tuesday 3rd November
TBAT: retell the story of Rama and Sita from the Ramayana

Ramayana: The story of **Rama** and **Sita**



Rama and **Sita** returned to Ayodhya, where people celebrated with lights and joy. This became **Diwali**, the festival of lights.

The story of Rama and Sita - BBC Teach

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana



Kavita

For me, when I hear this story at **Diwali,** it reminds me of the importance of love, courage, and doing what is right. **Rama** and **Sita** never gave up, even in difficult times. It makes me feel inspired to be kind and brave too.

Tuesday 3rd November

TBAT: retell the story of Rama and Sita from the Ramayana



Lucas

The story of **Rama** and **Sita** has many important moments.

Partner Talk:

Think about the story. Which moment stands out the most to you?

I think the most important part is … because …

Summary The story of Rama and Sita

The story of **Rama** and **Sita** is found in the **Ramayana** which is an ancient epic story from India.

The story of **Rama** and **Sita** is often retold by Hindus annually.

As well as in books and retellings, the **Ramayana** is acted out in plays and dances called Ramlila.

The story has deeper meanings to help Hindus live out their dharma.

PE

Gymnastics

Outcome

I can correctly form the third join with a lead in and a lead out.

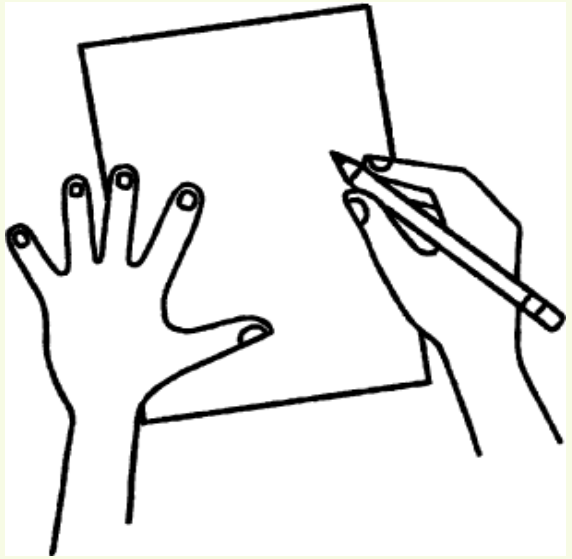
Handwriting warm-up

Explanation

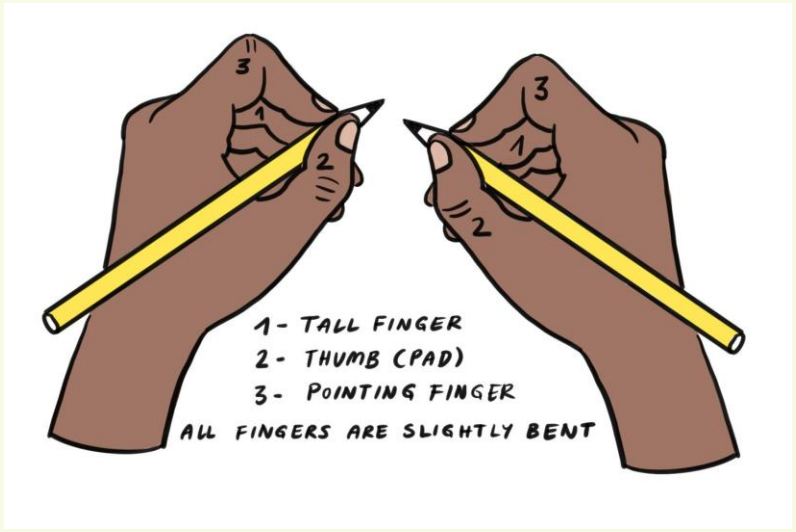
Before we start, what are these pictures reminding you to do?



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



- angle your paper correctly
- non-writing hand supports



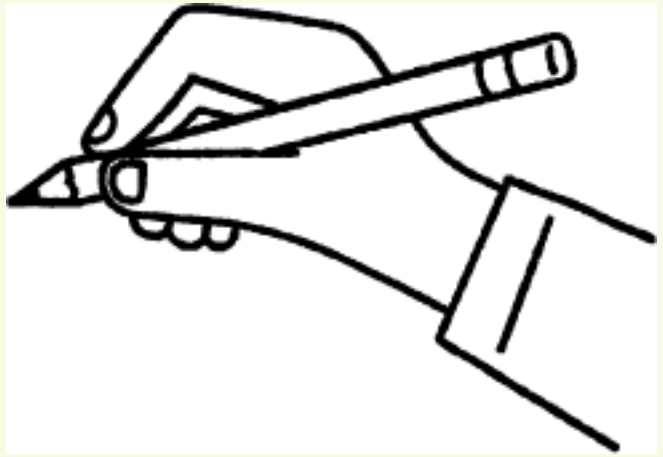
- hold your pencil in the tripod grip

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 finger pulls warm-up and the rolling wrists warm-up.

You do the finger pulls warm-up and the rolling wrists warm-up.

The third join: oe and we

Explanation

Let’s look closely at some examples of our third join.

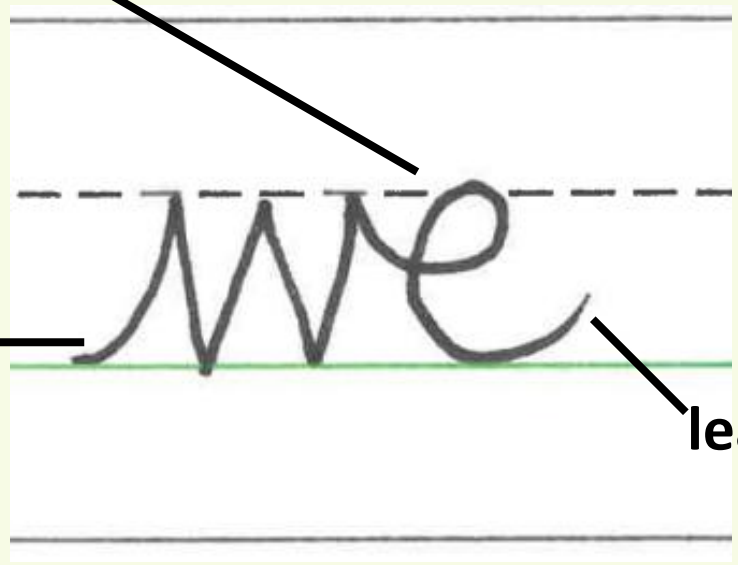
What can you see?

join **dips down** below the **x-height line**



lead in

lead out



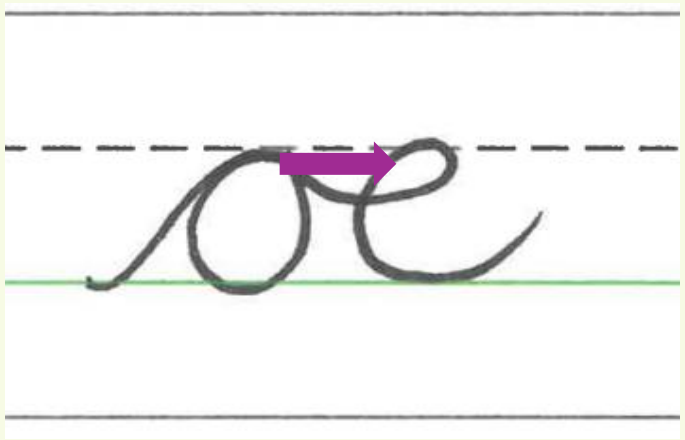
lead in

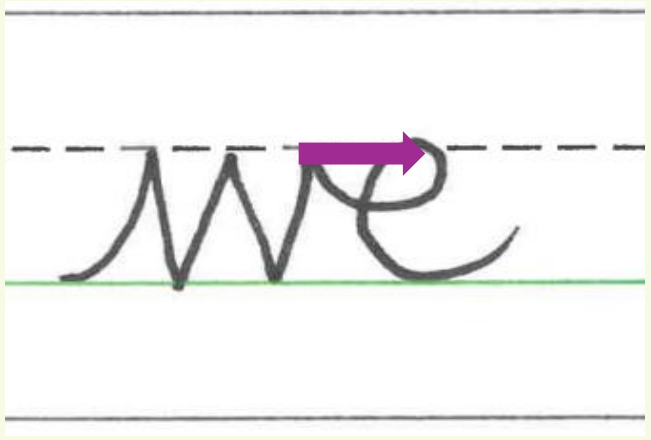
lead out

The third join: oe and we

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**. To join the letter e, the dip below starts the formation.



All the letters have a **lead in** and a **lead out.**
The join starts at the **x-height line** and **dips down** below the **x-height line** to join the letter e.
When joining to the letter e, the formation starts just below the **x-height line** before going around in an anti-clockwise direction.
The gap between the letters is big enough that the letters are not touching.

The third join: oe and we

Explanation Check

I will form the join oe and we in the air with my finger.



F_____ the _____
s.....ng.

You will form the join oe and we in the air with your finger.

The third join: oe and we

Explanation

Let’s practise the third join: oe

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 o in an anti-clockwise direction.
4. To join, keep your pencil on the **lead out,** and **dip down** below the **x-height line** and form the letter e in an anti-clockwise direction.
5. Finish with a **lead out** at the baseline**.**



Keep your pencil flowing smoothly as you connect the letters.

Let’s practise the third join: we

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** below the **x-height line** and form the letter e.
5. Finish with a **lead out** at the baseline**.**



Keep your pencil flowing smoothly as you connect the letters.

The third join: oe and we

Check

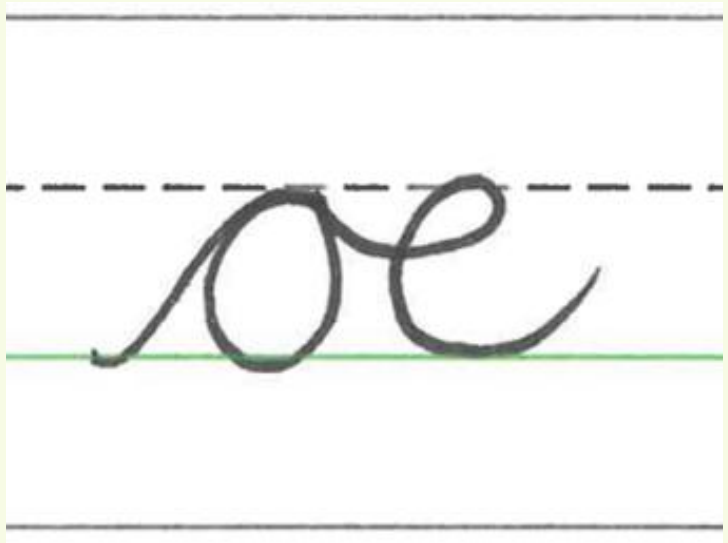
Select the correct join.



a



b

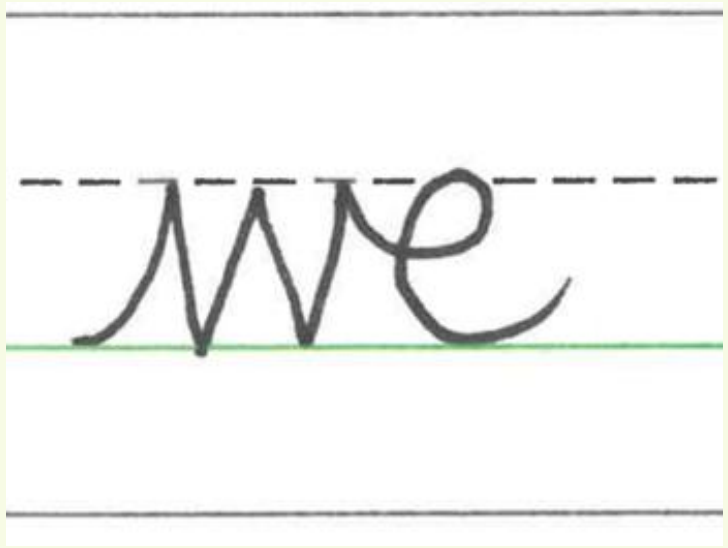


c ✓

The third join: oe and we

Check

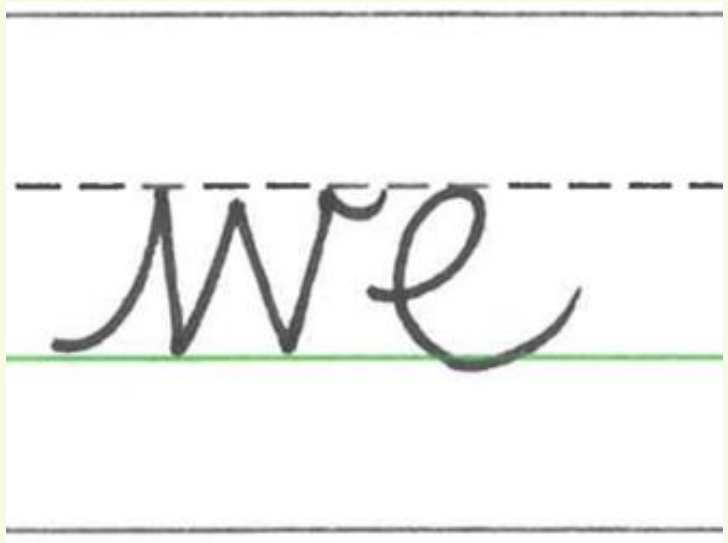
Select the correct join.



a ✓



b

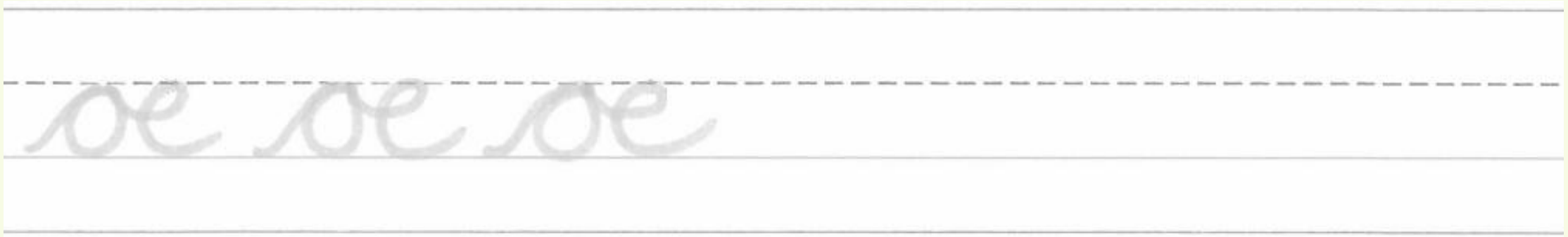


c

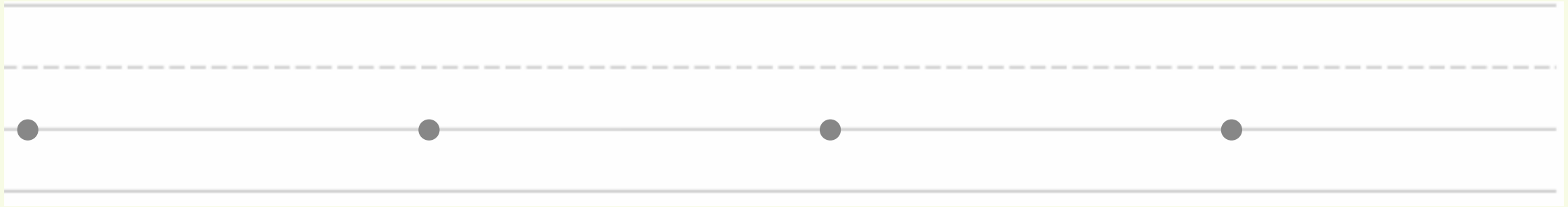
The third join: oe and we

1. Practise the third join: oe

a. Go over the grey examples.



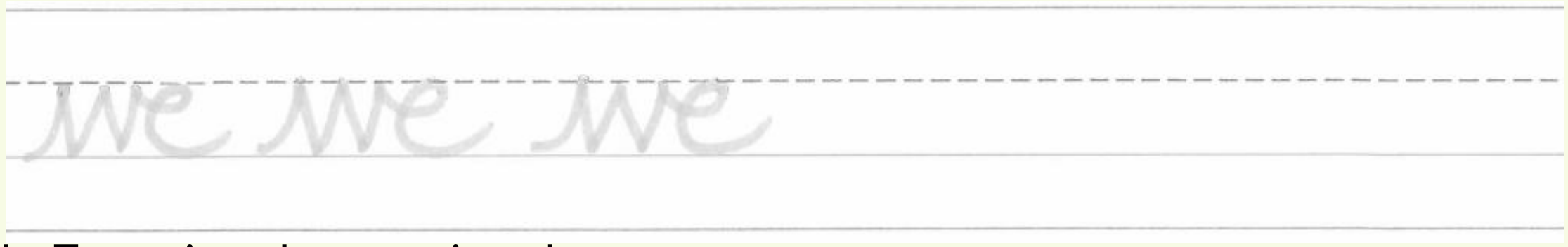
b. Try using the starting dot.



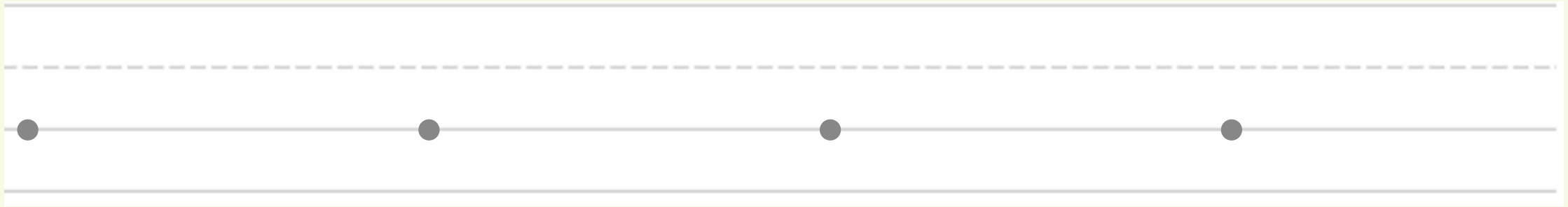
c. Complete two lines independently on your tramlines.

2. Practise the third join: we

a. Go over the grey examples.



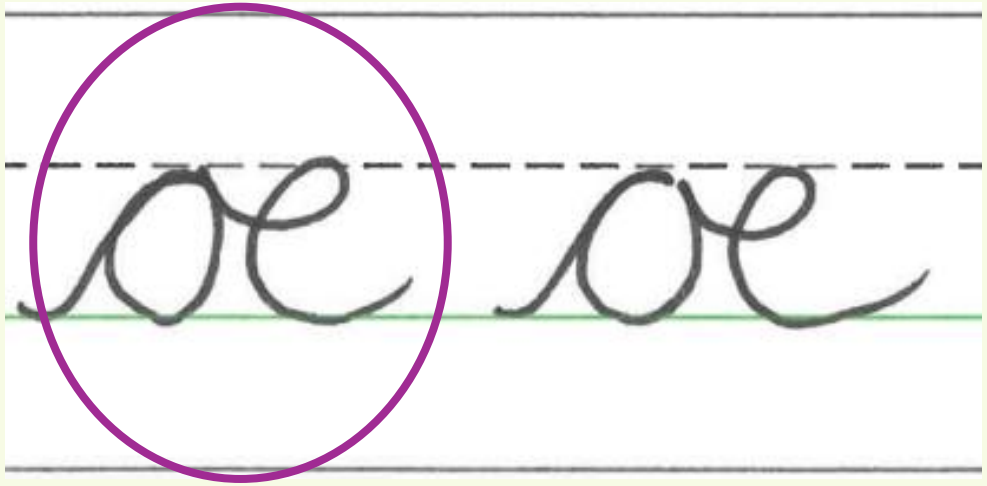
b. Try using the starting dot.

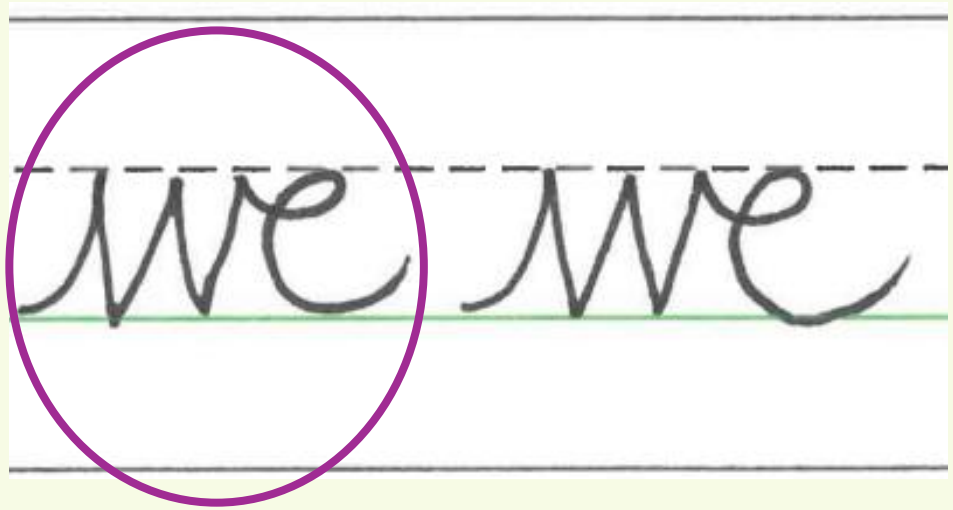


c. Complete two lines independently on your tramlines.

Task B The third join: oe and we

Feedback





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

Did your **dip down** start the formation of the letter e?

Was your movement smooth?

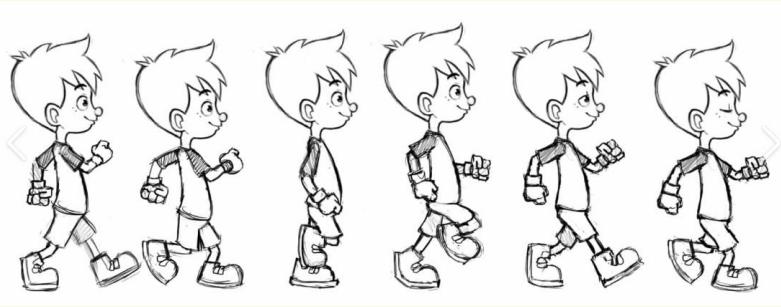
Circle your best join and celebrate.


Lunch

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.

animation	a way of making pictures or objects look as if they are moving by showing them quickly one after another
flipbook	a small book where the pages each have a slightly different picture and can be flicked through to show a simple animation
sequence	a set of pictures in a specific order



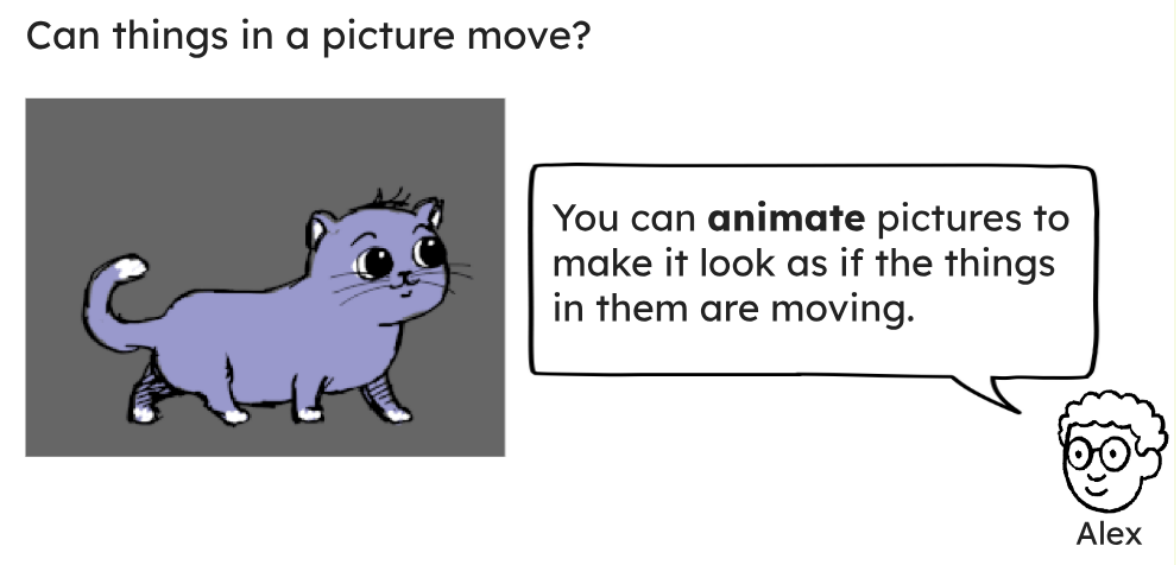


Tuesday 3rd November
TBAT: explain that animation is a sequence of pictures.

Talk Partners:

Can things in a picture move?

If yes, then how?



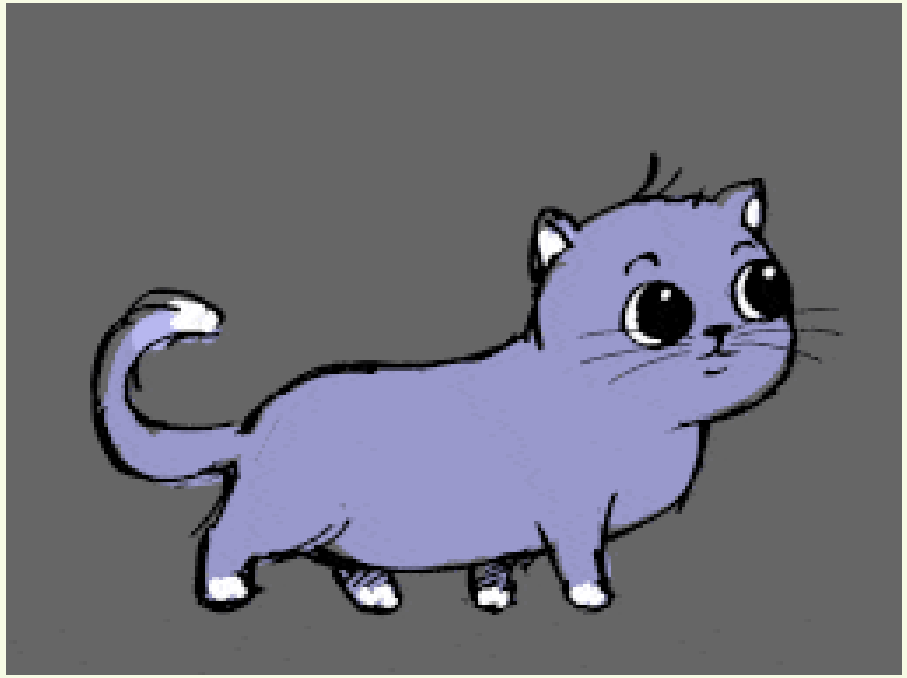
I think things in a picture can move because ..

I don't think things in a picture can move because ..

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.

What is **animation**?



Animation is where a number of pictures are drawn or taken of an object or picture, and the pictures are shown quickly one after another in **sequence**.

This makes it look as if the object or picture is moving.

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.



In **animation**, a **sequence** is when you show pictures one after another in the right order.

Each picture is a bit different to the previous one.

When you play them quickly one after another, it looks as if the picture is moving.

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.



Jun

Animations have been created throughout history.

They were being made even before computers were invented!



Jacob

Partner Talk:

Have you seen any **animations**?

Tuesday 3rd November
TBAT: explain that animation is a sequence of pictures.

Animation is used to create films, games, TV shows and all sorts of projects.

Some of the characters that you know from your favourite shows might be **animated**.



This means that they are created using lots of drawings or pictures, and the pictures are shown quickly in **sequence** to make it look as if they are moving.

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.

There are many ways to make **animations**:

- you can draw using a pencil and paper
- you can use modelling clay, building bricks or other materials and then photograph them
- you can use computers to make pictures



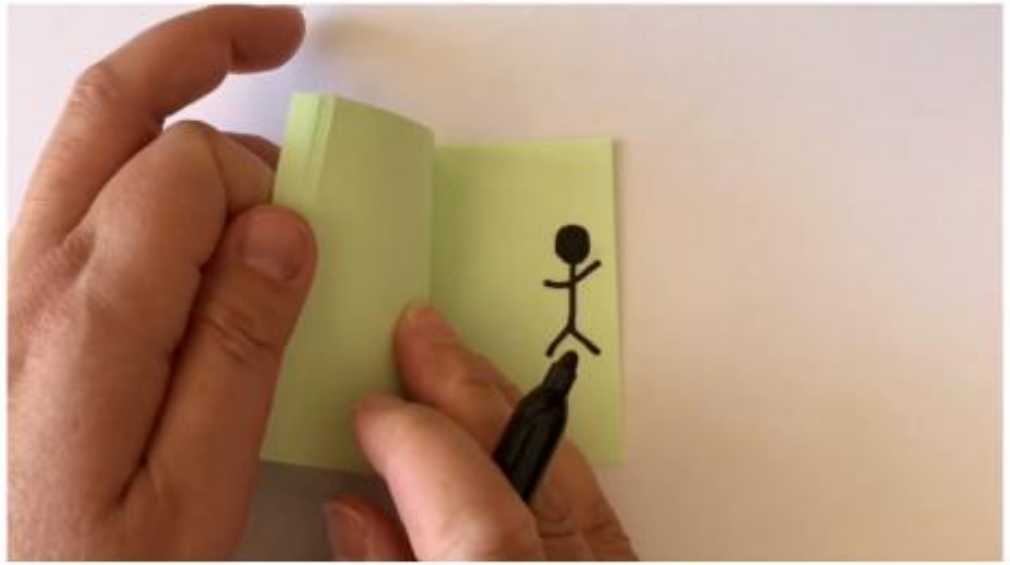




Afterwards, the pictures need to be put in **sequence**.

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.



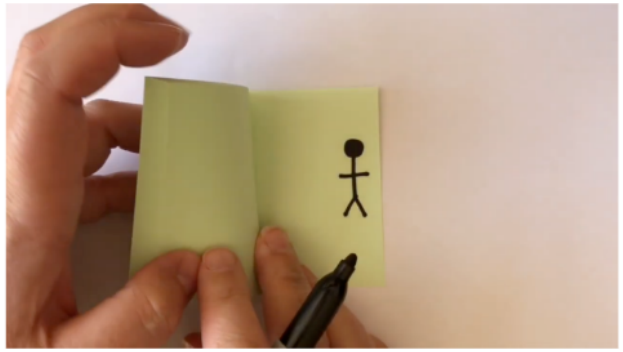
A **flipbook** is a small book where each page has a slightly different picture.

When you flip the pages, it looks as if the picture moves.

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.

To create a **flipbook**:



1) Start on the bottom sheet.

2) Draw your simple stick person on the open edge of the sticky note.

You start on the bottom sheet so that when you turn the page, you can see where the previous drawing is.



3) Turn over to the next page.

Look at the previous drawing on the page underneath and use this as the guide for your next picture.

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.

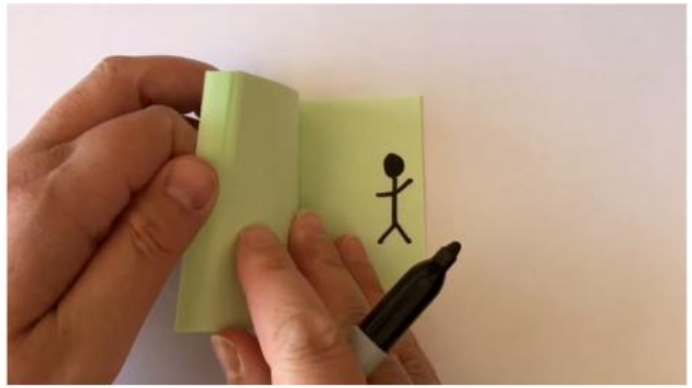
[Lesson Media: Introduction to animation | KS2 Computing | Oak National Academy]

Flipbook animation video



4) Make a small change to the part of the drawing that you want to move.

Draw the changed part before the rest of the body so that you don't forget!



5) Turn over the page and repeat.

The more pages you draw, the longer your **animation** will be.

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.



Jacob

Why does my **flipbook animation** look like it's going backwards?

Flipping from front to back will make your **animation** play one way.

Flipping from back to front will make it play backwards.

Both ways can work, depending on the animation you have drawn.

Tuesday 3rd November

TBAT: explain that animation is a sequence of pictures.

What simple **animations** would work as a **flipbook**?



Sofia

a waving stick person

a bouncing ball



Alex



Jun

a flower growing from a seed