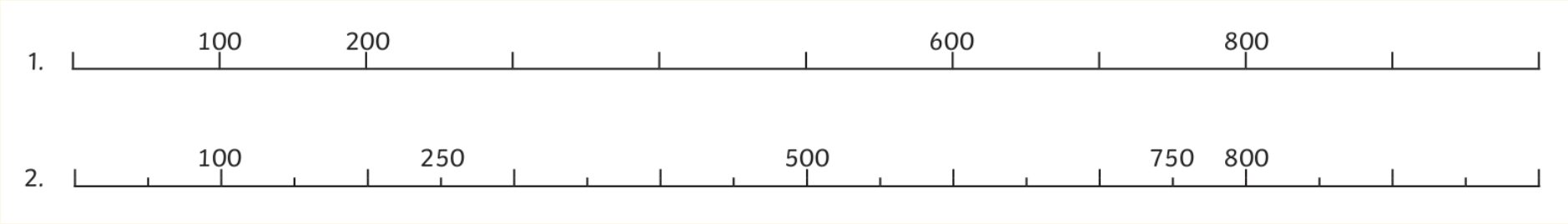
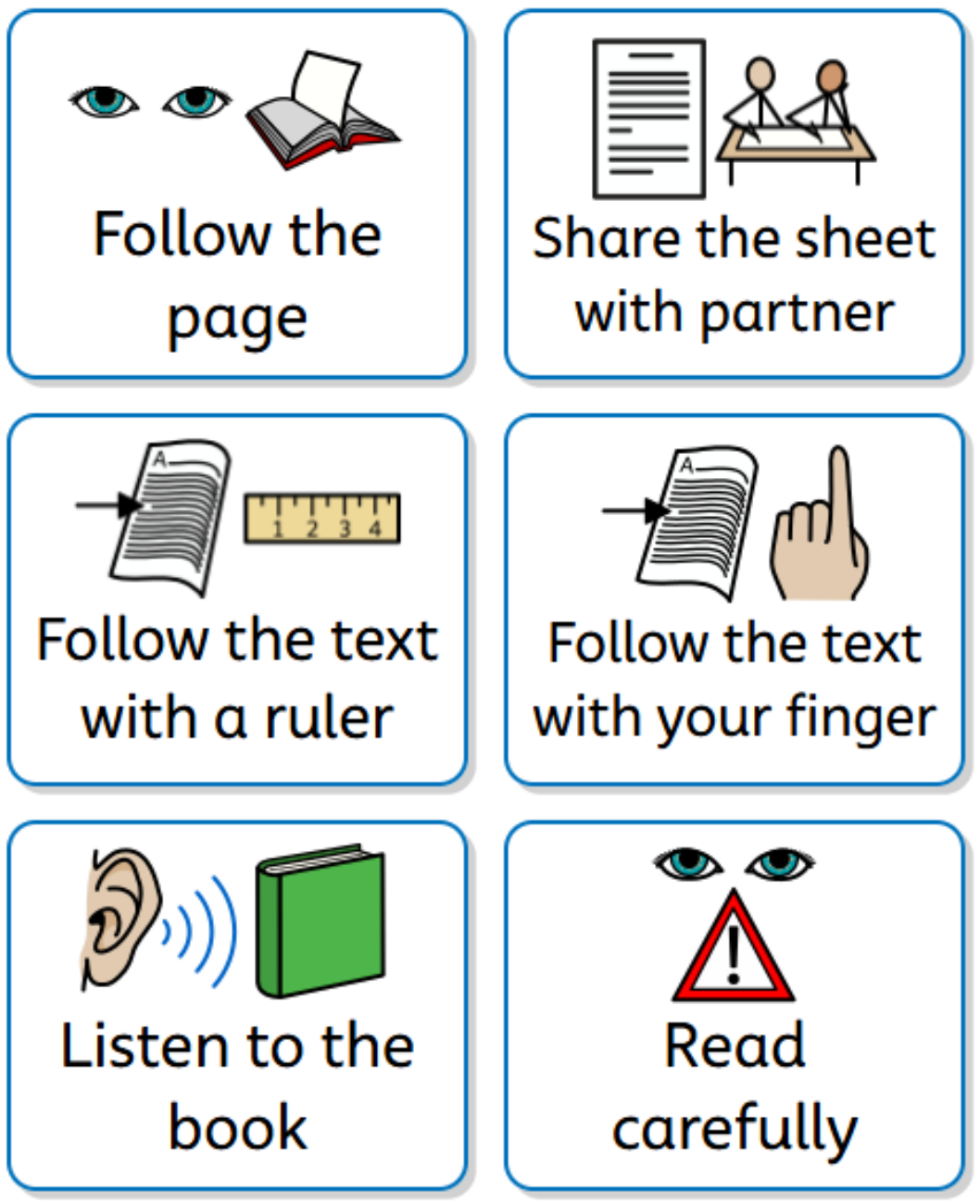
WEDNESDAY

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

Fill in your number lines



Extended reading





Chapter Two

A Bear in Hot Water

Paddington wasn't quite sure what to expect when Mrs Bird opened the door. He was pleasantly surprised when they were greeted by a stout, motherly lady with grey hair and a kindly twinkle in her eyes. When she saw Judy she raised her hands above her head. "Goodness gracious, you've arrived already," she said, in horror. "And me hardly finished the washing up. I suppose you'll be wanting tea?"

"Hallo, Mrs Bird," said Judy. "It's nice to see you again. How's the rheumatism?"

"Worse than it's ever been," began Mrs Bird—

then she stopped speaking and stared at Paddington.

"Whatever hâve you got there?" she asked. "What is it?"

"It's not a *what,"* said Judy. "It's a bear. His name's Paddington/'

Paddington raised his hat.

"A *bear,"* said Mrs Bird, doubtfully. "Well, he has good manners, I'il say that for him."

"He's going to stay with us," announced Judy. "He's emigrated from South America and he's ail alone with nowhere to go."

"Going to *stay* with us?" Mrs Bird raised her arms again. "How long for?"

Judy looked round mysteriously before replying. "I don't know," she said. "It dépends on *things."*

"Mercy me," exclaimed Mrs Bird. "I wish you'd told me. I haven't put clean sheets in the spare room or anything." She looked down at Paddington. "Though judging by the State he's in perhaps that's as well!"

"It's ail right, Mrs Bird," said Paddington. "I think I'm going to hâve a bath. I had an accident with a bun."

"Oh!" Mrs Bird held the door open. "Oh, well in that case you'd best corne on in. Only mind the carpet. It's just been done."

Judy took hold of Paddington's paw and squeezed. "She doesn't mind really," she whispered. "I think she rather likes you."

Paddington watched the retreating figure of Mrs Bird. "She seems a bit fierce," he said.

Mrs Bird turned. "What was that you said?"

Paddington jumped. "I ... I . . . " he began.

"Where was it you said you'd corne from? Peru?"

"That's right," said Paddington. "Darkest Peru."

"Humph!" Mrs Bird looked thoughtful for a moment. "Then I expect you like marmalade. I'd better get some more from the grocer."

"There you are! What did I tell you?" cried Judy, as the door shut behind Mrs Bird. "She *does* like you."

"Fancy her knowing I like marmalade," said Paddington.

"Mrs Bird knows everything about everything," said Judy. "Now, you'd better corne upstairs with me and I'il show you your room. It used to be mine when I was small and it has lots of pictures of bears round the wall so I expect you'll feel at home." She led the way up a long flight of stairs, chattering ail the time. Paddington followed closely behind, keeping carefully to the side so that he didn't hâve to tread on the carpet.

"That's the bathroom," said Judy. "And that's my room. And that's Jonathan's—he's my brother, and you'll meet him soon. And that's Mummy and Daddy's." She opened a door. "And this is going to be yours!"

Paddington nearly fell over with surprise when he

followed her into the room. He'd never seen such a big one. There was a large bed with white sheets against one wall and several big boxes, one with a mirror on it. Judy pulled open a drawer in one of the boxes. "This is called a chest of drawers," she said. "You'll be able to keep ail your things in here."

Paddington looked at the drawer and then at his suitcase. "I don't seem to hâve very much. That's the trouble with being small—no one ever expects you to want things."

"Then we shall hâve to see what we can do," said Judy, mysteriously. 'Tll try and get Mummy to take you on one of her shopping expéditions." She knelt down beside him. "Let me help you to unpack."

"It's very kind of you," Paddington fumbled with the lock. "But I don't think there's much to help me with. There's a jar of marmalade—only there's hardly any left now and what there is tastes of seaweed. And my scrapbook. And some centavos—they're a sort of South American penny."

"Gosh!" said Judy. "I've never seen any of those before. Aren't they bright!"

"Oh, I keep them polished," said Paddington. "I don't *spend* them." He pulled out a tattered photograph. "And that's a picture of my Aunt Lucy. She had it taken just before she went into the home for retired bears in Lima."

"She looks very nice," said Judy. "And very wise." Seeing that Paddington had a sad, far-away

look in his eyes, she added hastily, "Well, I'm going to leave you now, so that you can hâve your bath and corne down nice and clean. You'll find two taps, one marked hot and one marked cold. There's plenty of soap and a clean towel. Oh, and a brush so that you can scrub your back."

"It sounds very complicated," said Paddington. "Can't I just sit in a puddle or something?"

Judy laughed. "Somehow I don't think Mrs Bird would approve of that! And don't forget to wash your ears. They look awfully black."

"They're meant to be black," Paddington called indignantly, as Judy shut the door.

He climbed up on to a stool by the window and looked out. There was a large, interesting garden below, with a small pond and several trees which looked good for climbing. Beyond the trees he could see some more houses stretching away into the distance. He decided it must be wonderful living in a house like this ail the time. He stayed where he was, thinking about it, until the window became steamed up and he couldn't see out any more. Then he tried writing his name on the cloudy part with his paws. He began to wish it wasn't quite so long, as he soon ran out of cloud and it was rather difficult to spell.

"Ail the same"—he climbed on to the dressing-table and looked at himself in the mirror—"it's a very important name. I don't expect there are many bears in the world called Paddington!"

How do you think Paddington feels when he sees his new bedroom?
What in the text makes you think that?

What does Mrs Bird think of Paddington by the end of the extract?
Use evidence from the text to explain your answer.

Why might Paddington decide it would be wonderful to live in the Browns' house all the time?
What details in the text help you infer this?

Times Tables

[Hit the Button - Quick fire maths practise for 6-11 year olds - Topmarks]



11.11.26

TBAT: Subtract 2-digit numbers using partitioning

3 in 3

1) 34p + 54p + 12p =
2) 45 - 7 =
3) 65 - 10 =

Dora bought three biscuits for 59p each. How much did she spend?

11.11.26

TBAT: Subtract 2-digit numbers using partitioning

Partner Talk:

Tom partitioned **47** like this:

47 = 40 + 17

Tom says, "I split 47 into tens and ones, so my partitioning is correct."

What mistake has Tom made?

How should 47 be partitioned correctly?

What number has Tom made? Partition that number into tens and ones.



11.11.26
TBAT: Subtract 2-digit numbers using partitioning

Key vocabulary

partition – split a number into tens and ones

subtract – take away

tens – groups of 10

ones – single units

number line – a way to show jumps

Example 1: 58 – 23

1. Partition 23 into 20 and 3.
2. Subtract the tens first.
3. Subtract the ones next.

$$23 = 20 + 3$$



$$58 - 23 = 35$$

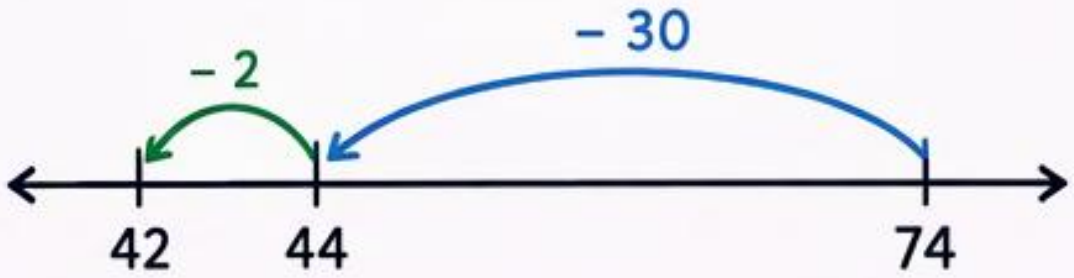


11.11.26
TBAT: Subtract 2-digit numbers using partitioning

Example 2: 74 – 32

1. Partition 32 into 30 and 2.
2. Subtract the tens first.
3. Subtract the ones next.

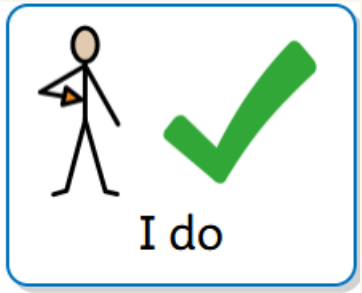
$$32 = 30 + 2$$



$$74 - 32 = 42$$

11.11.26

TBAT: Subtract 2-digit numbers using partitioning



67 - 24

Partition 24 into 20 and 4.

- 67 - 20 = _____
- _____ - 4 = _____

Answer: **67 - 24 =** _____



11.11.26

TBAT: Subtract 2-digit numbers using partitioning



83 – 41

Partition 41 into 40 and 1.

83 – 40 = _____

_____ – 1 = _____



Answer: **83 – 41 =** _____

11.11.26

TBAT: Subtract 2-digit numbers using partitioning



Three children solved 67 − 24.

Sam: 67 − 20 = 47
47 − 4 = 43

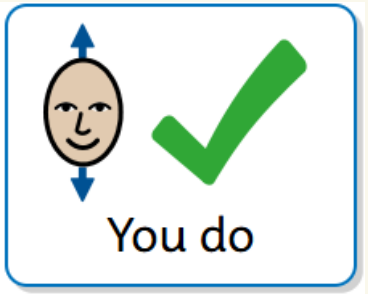
Mia: 67 − 20 = 47
47 − 4 = 41

Ben: 67 − 2 = 65
65 − 4 = 61

Who is correct? Explain why.

11.11.26

TBAT: Subtract 2-digit numbers using partitioning



81 – 22

Partition 22 into 20 and 2.

81 – 20 = _____

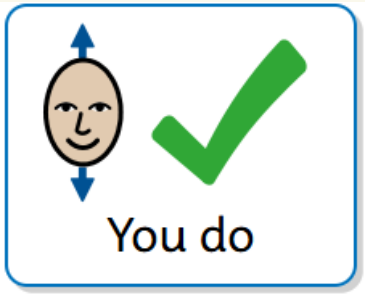
_____ – 2 = _____



Answer: **81 – 22 =** _____

11.11.26

TBAT: Subtract 2-digit numbers using partitioning



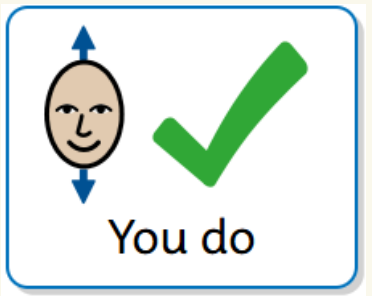
Knowledge Check:

The answer to this question must be which of the answers below?

34 - 24 =

a) 11
b) 10
c) 9

11.11.26
TBAT: Subtract 2-digit numbers using partitioning



Independent Practice

Work out these subtractions using partitioning. You may use a number line to help you.

1) 45 – 12 = _____

2) 62 – 31 = _____

3) 79 – 25 = _____

4) 86 – 42 = _____

5) 54 – 23 = _____

6) 91 – 50 = _____

RP:

Ella has 56 stickers. She gives 23 stickers to her friend.
How many stickers does Ella have left?
Use a number line to help you.

Draw your jumps on the number line.



Answer: _____

Challenge:

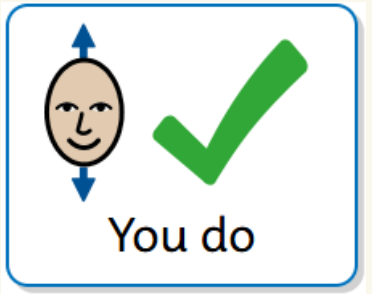
A library had 72 books.
It gave out 46 books to different classes.
How many books are left in the library?
Use a number line to show your working.

Hint:
Partition 46 into tens and ones.



Answer: _____

11.11.26
TBAT: Subtract 2-digit numbers using partitioning



Mastery:

Mo has £85. He spends £27 on a new game.
How much money does he have left?
Use a number line to show your working.



He spends another £47 on another game. How much does he have left now?

Answer: £ _____

Mastery with greater depth:

Find three different subtractions you can make that have the answer 36.
Use a number line to help you.

_____ – _____ = 36

_____ – _____ = 36

_____ – _____ = 36

There are many possible answers!
Can you find three different ones?

Assembly



Wednesday 11th November 2026

TBAT: vary sentence openings

3 in 3

Underline Mr Whoops's two spelling mistakes and write the correct spellings below.

During my English lesson, I wrote a sentance that ended with a qwestion mark.

_____

_____



Choose a vowel. Write the name of an animal, a food and a person's name beginning with your chosen letter.

animal: _____

food: _____

name: _____

Write a compound word to match each definition.

_____**: An event that celebrates when you were born.**

_____**: A witch might ride one.**

_____**: A mark your boot might make in the snow.**

Wednesday 11th November 2026
TBAT vary sentence openings in preparation for a character description

What is a sentence opening?

A sentence opening is the first word or group of words. It leads the reader into the rest of the sentence.



Paddington smiled.
Q- Where is the opening?

After breakfast, Paddington packed his suitcase.
This phrase tells us **when**. The comma marks its end.

Wednesday 11th November 2026
TBAT vary sentence openings in preparation for a character description

The role of a comma



A punctuation mark

A comma (,) is a small mark that helps organise a sentence, so its meaning is easier to follow.

It shows where to pause

At the station, Paddington waved.

The comma marks the end of the opening. It gives the reader a little pause before the main part.

A comma does not finish the sentence—the thought carries on.

Wednesday 11th November 2026
TBAT vary sentence openings in preparation for a character description

After a long, tiring journey, Paddington rested.

1) Opening – After a long, tiring journey,
2) Comma – it marks the end of the opening
3) Main part - ?

Partner talk : what is the main part of the sentence?

Wednesday 11th November 2026
TBAT vary sentence openings in preparation for a character description

Openings can give useful clues

Before breakfast , Paddington ate some marmalade.

Beside the station, Paddington waited.

Carefully, Paddington opened his suitcase.

Which sentence opening tells us:

When?

Where?

How?

Wednesday 11th November 2026

TBAT vary sentence openings in preparation for a character description

Compare descriptions



Partner discussion

Along the platform, Paddington hurried. With a curious glance, he found a suitcase.

Paddington hurried. He looked around. He found a suitcase.

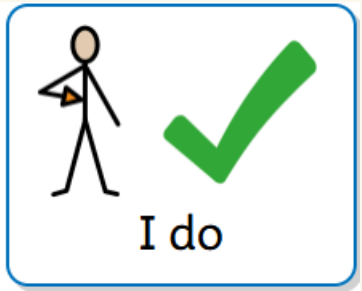
Which version helps you picture him? Why?

I think the version that helps me picture him best is _____ because it describes _____ in detail.

This version creates a clearer image in my mind because the author uses the word/phrase _____ to help me imagine Paddington.

Wednesday 11th November 2026

TBAT vary sentence openings in preparation for a character description



A simple sentence opening

He ate his toast.

Expanded with 'How' & 'Where':
Greedily, at the kitchen table,
Paddington munched his warm toast.



Wednesday 11th November 2026

TBAT vary sentence openings in preparation for a character description



Together, let's create 3 sentence openings for Paddington's belongings

Paddington's red hat



Paddington's suitcase

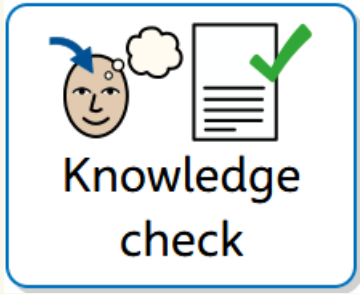


Marmalade



Wednesday 11th November 2026

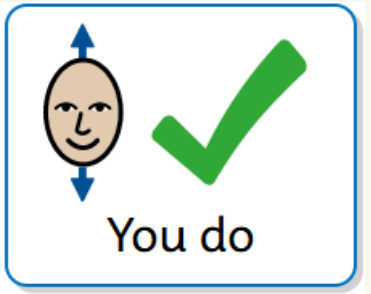
TBAT vary sentence openings in preparation for a character description



Which sentence uses an expanded opening telling us **where** Paddington is?

1. He sat down because his paws were very tired.
2. The bear had a big wooden suitcase with him.
3. On the bustling railway platform, Paddington sat quietly on his suitcase.
4. Paddington sat quietly on his suitcase on the platform.

Wednesday 11th November 2026
TBAT vary sentence openings in preparation for a character description

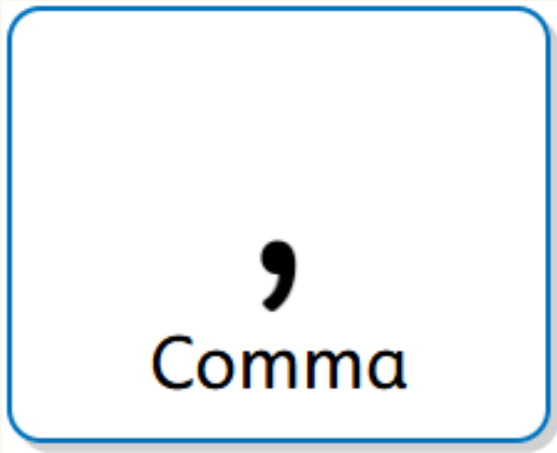


Write **three** sentences describing Paddington's appearance and habits.

Sentence 1: Start with a **Where** sentence opening.

Sentence 2: Start with a **How sentence opening (-ly word).**

Sentence 3: Start with an **Action sentence opening (-ing word).**



Add in your **comma** to show the **pause** in your sentence before the **main part**

Where

🚉 At the Station

- At Paddington Station,
- Inside the busy station,
- Under the large station clock,

🏠 In the Kitchen

- In the warm kitchen,
- Beside the wooden table,
- By the kitchen window,

🛁 In the Bath

- In the bubbly bath,
- Inside the steamy bathroom,
- Beneath the warm water,

🍊 Around the House

- At number thirty-two Windsor Gardens,
- In the living room,
- On the front doorstep,

How

- Carefully,
- Curiously,
- Nervously,
- Happily,
- Politely,
- Excitedly,
- Cheerfully,
- Thoughtfully,
- Eagerly,
- Bravely,
- Gently,
- Quietly,
- Cautiously,
- Proudly,
- Thankfully,
- Playfully,
- Suddenly,

Action

- Walking,
- Running,
- Looking,
- Holding,
- Clutching,
- Carrying,
- Waving,
- Smiling,
- Waiting,
- Exploring,
- Staring,
- Peering,
- Watching,
- Chewing,

Wednesday 11th November

Q: What are the deeper meanings of Ramayana?

3 in 3

What do many Hindus say Rama's dharma was in the story? (Tick **1** correct answer)

- ☐ to always do what is right
- ☐ to always do what is easy
- ☐ to always do what will help him most

Many Hindus say that the deeper meaning of the Ramayana story is ... (Tick **1** correct answer)

- ☐ following your dharma.
- ☐ lighting lamps.
- ☐ escaping into the forest.

Which character in the story chose to go into the forest with Rama and was kidnapped by Ravana?

_____

Wednesday 11th November

Q: What are the deeper meanings of Ramayana?

The **Ramayana** embodies the concept of **dharma**.

Different characters in the story embody their different **dharmas**.

A deeper meaning of the story of **Ravana** is that intelligence alone not always lead you on right path.

A deeper meaning of the **Ramayana** is finding balance in life.

Wednesday 11th November

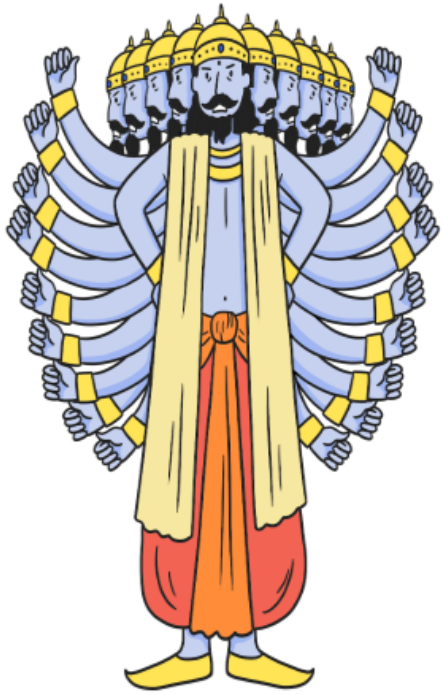
Q: What are the deeper meanings of Ramayana?



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.



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.

Wednesday 11th November

Q: What are the deeper meanings of Ramayana?

Independent Task:

Izzy and Lucas are thinking about the most important lesson the **Ramayana** teaches about **dharma.**



Izzy

The **Ramayana** teaches that **dharma** means doing what is right. **Rama** showed **dharma** by always being kind and fair, even when life was difficult.

The **Ramayana** teaches that **dharma** is different for everyone. **Rama** had to be a good leader, **Sita** had to be loyal, and Lakshman had to protect his family.



Lucas

Who do you think has the best answer and why?

Challenge:
Explain why it is important to use our intelligence to help others as much as ourselves.

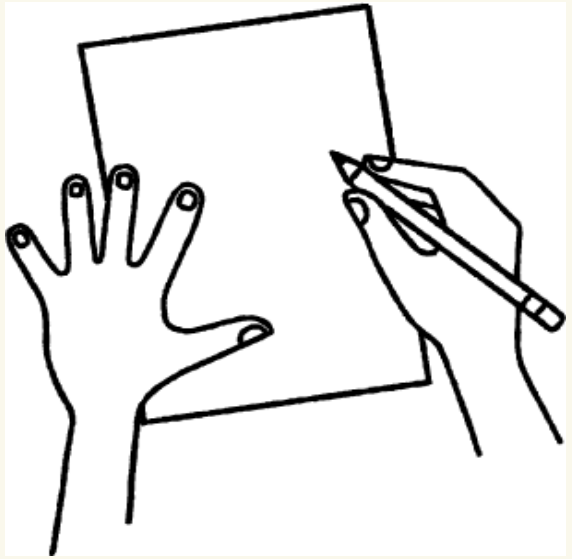
Handwriting warm-up

Explanation

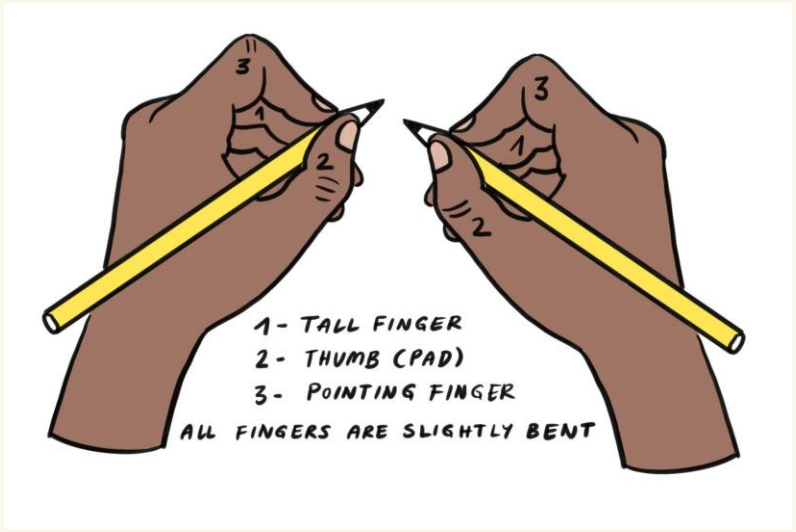
Before we start, what are these pictures reminding you to do?



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



- angle your paper correctly
- non-writing hand supports



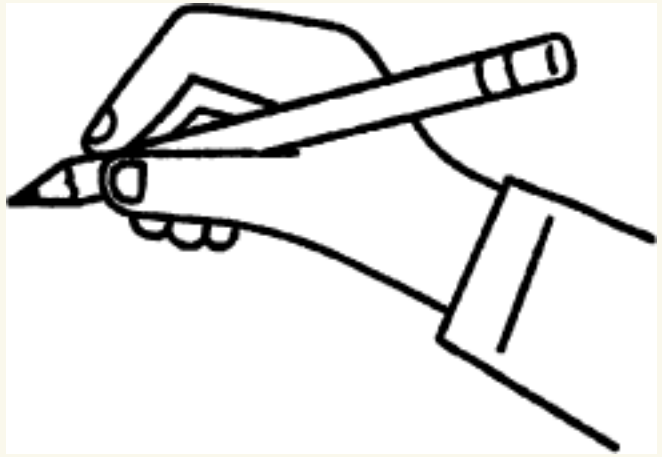
- hold your pencil in the tripod grip

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

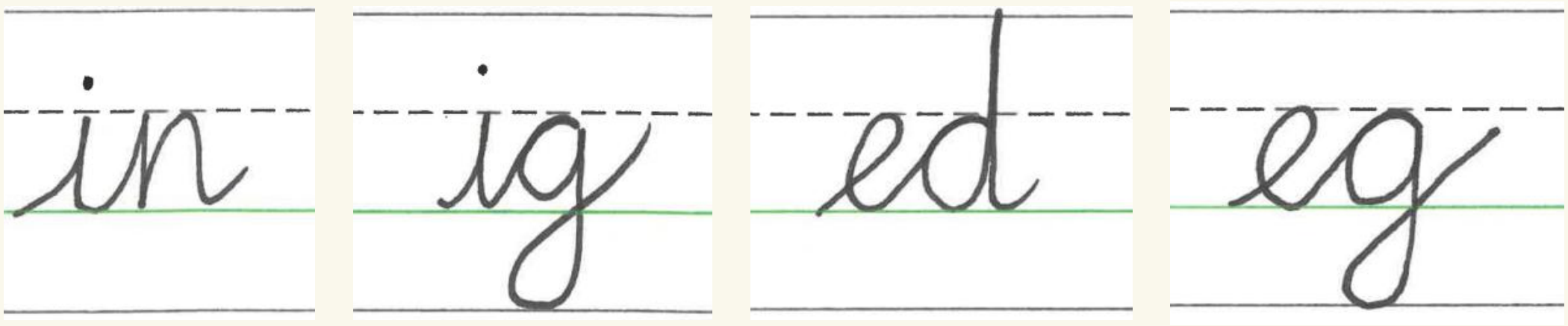
Check

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 first join: in, ig, ed and eg

Explanation



Cursive handwriting involves **joining** letters together without lifting your pencil.

How the letters are connected together depends on which letter is **joining** to which letter.

Cursive letter joins refers to how letters connect together.

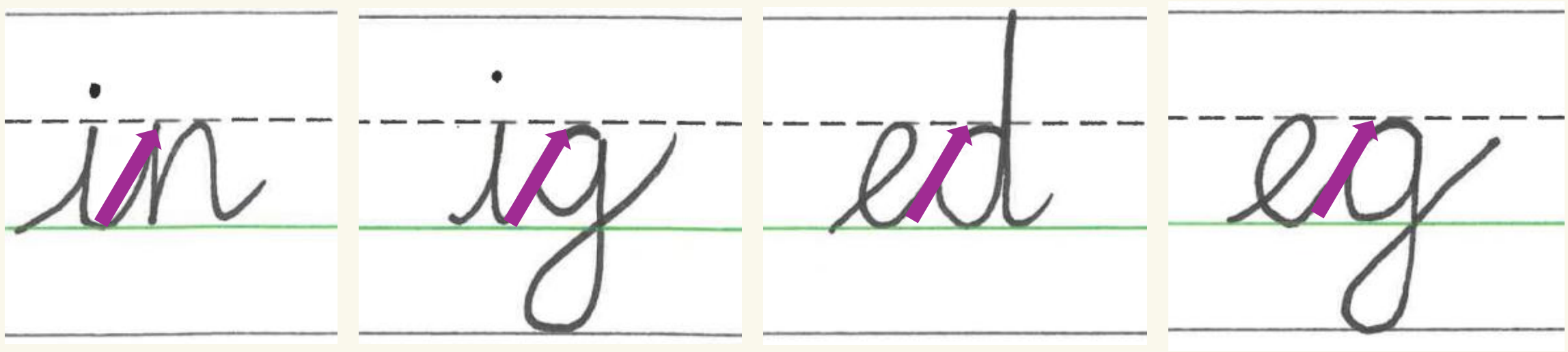
Learning the letter joins will improve your cursive handwriting skills, allowing for a smooth flow of handwriting.

The first join: in, ig, ed and eg

Explanation

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

What can you see?



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 **baseline** and goes up to the **x-height line**.

The first join: in, ig, ed and eg

Check

Select the words that use the first join.

a invite ✓

b we

c egg ✓

d oval

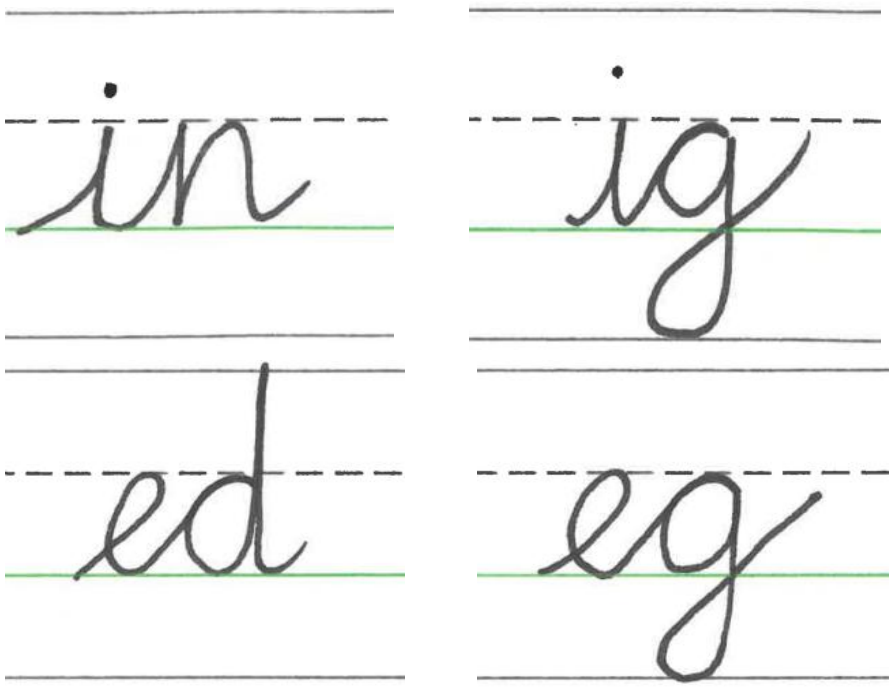
The first join is from the **baseline** to the **x-height line**.



The first join: in, ig, ed and eg

Explanation Check

I will choose two **joins**, from the examples shown, and form them in the air with my finger.



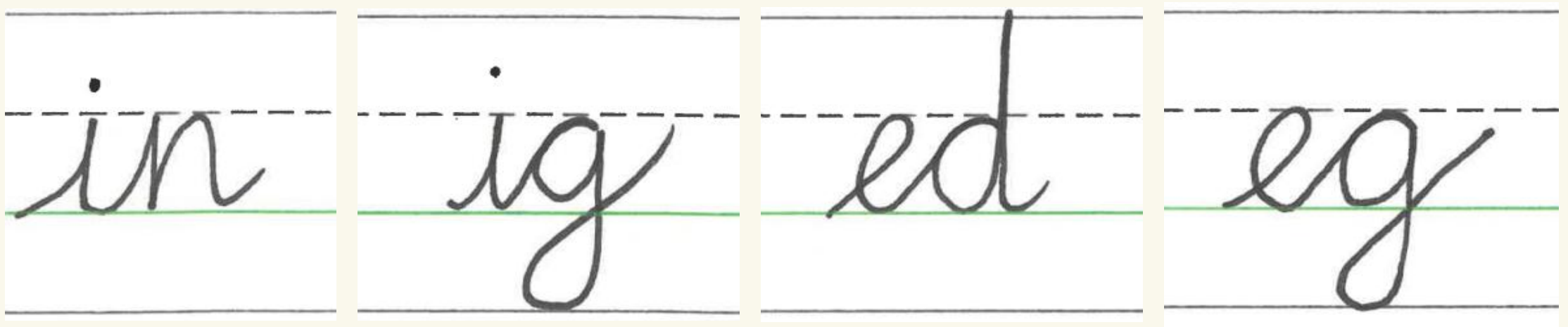
You will choose two **joins**, from the examples shown, and form them in the air with your finger.

Focus on keeping the movement smooth and flowing.

The first join: in, ig, ed and eg

Explanation

Let's practise the first **join**.



Remember:

1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go' to start the **lead in** from the **baseline**.
3. To **join**, keep your pencil on the page.
4. Only take your pencil off the page once the letter string is complete.
5. Keep your pencil flowing smoothly as you connect the letters.

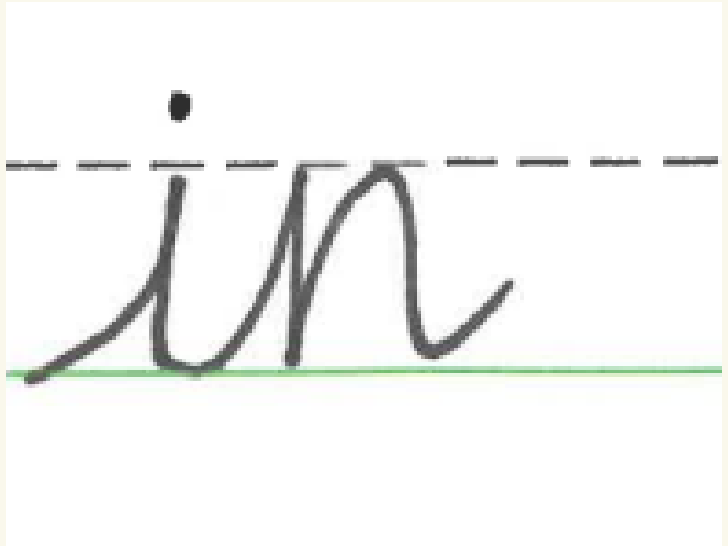
The first join: in, ig, ed and eg

Check

Which letters are connected using the first join?



a ✓



b ✓



c

The first join: in, ig, ed and eg

1. Practise the first join: in, ig, ed and eg

a. Practise the example joins, using the starting point.

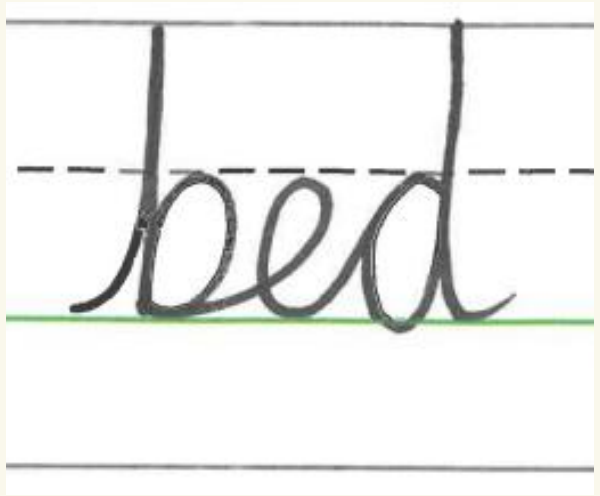


2. Practise writing the words egg and bed on your tramlines.

Task B The first join: in, ig, ed and eg

Feedback





Did you join from the **baseline** to the **x-height line**?

Did you keep your pencil on the page until the end of the letter string?

Was your movement smooth?

Circle your best join and celebrate.

Task B

Feedback

PE

Outcome

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Match the product to the way it uses air. (Write the correct letter in each box)

a	wind chime
b	trumpet
c	bicycle tyre

	air is forced inside to make sound
	moving air makes parts bang together
	air is forced inside to inflate it

Wednesday 8th November

TBAT: use air to create movement in prototypes.

pneumatic system	a mechanism that uses moving air to make things happen
input	something put into a system
output	something that comes out of a system

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Air is all around us.

It is an invisible mix of gases that we breathe.



We can’t see it or hold it in our hand but it can be useful in lots of different ways.

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Some products need air to make them work.



inflatables



leaf blowers



bicycle tyres

Air can be squeezed in or blown out.

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Inflatable products have air squeezed into them by a pump.



bicycle tyres



footballs



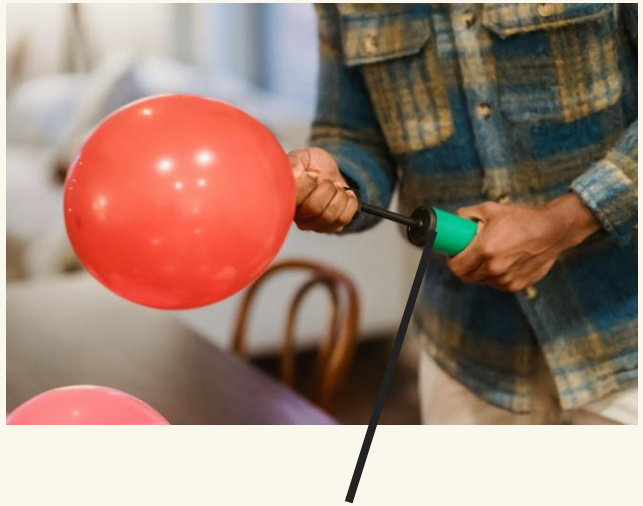
bouncy castles

Hand, foot and electric pumps all force air into the inflatable product.

Wednesday 8th November

TBAT: use air to create movement in prototypes.

When air is forced into a balloon, either from your lungs or from a pump, it inflates (fills with air) and the balloon expands (gets bigger).



hand pump

The balloon can expand because it is made from a stretchy material.

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Air can be used to create movement.

It is often used to move parts of machines.



Air can be used to move the arm of a digger.

Wednesday 8th November

TBAT: use air to create movement in prototypes.

A **pneumatic system** is a mechanism thats using moving air to make things happen.

pneumatic

The word comes from an ancient Greek word pneuma which means ‘breath’ or ‘air’.

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Pneumatic systems can be found in lots of products.



bus, tram and train doors



height adjusters on desk chairs



tools such as paint sprayers and jet washers



roller coaster brakes

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Air can be used to lift very heavy objects.



Air is being used to inflate a cushion underneath this car so it can be lifted.

Rescue demonstration on hydraulic tools, Z22, 2013, CC BY-SA 3.0 , via Wikimedia Commons

Wednesday 8th November

TBAT: use air to create movement in prototypes.

We can make a simple **pneumatic system** using these resources:

clean, dry plastic bottle

(washing-up or sports bottles with small nozzles work best)



30 cm length of plastic tubing

(4 mm or 5 mm works best)

sticky tape

a balloon

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Steps to make a simple **pneumatic system** using a bottle and a balloon.



Step 1

Attach tubing to the nozzle of the bottle. Use tape to secure it.



Step 2

Attach a balloon to the other end of the tubing. Use tape to secure it.



Step 3

Squeeze (pump) the bottle to inflate the balloon.

Partner work:

1) Follow the steps to make your own simple **pneumatic system** using:

- a plastic bottle - washing up bottles or drinks bottles work best
- a 30 cm length of 4 or 5 mm plastic tubing
- a balloon
- sticky tape (to seal the joins)

2) Try lifting different objects.

Start with something light and build up the weight.

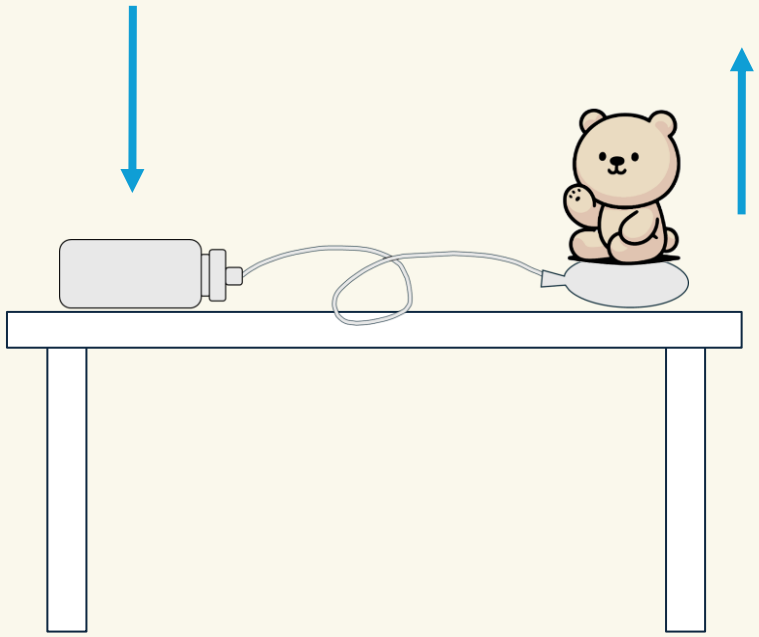
Wednesday 8th November

TBAT: use air to create movement in prototypes.

These pupils are using their simple **pneumatic system** to lift objects.



Izzy





Alex

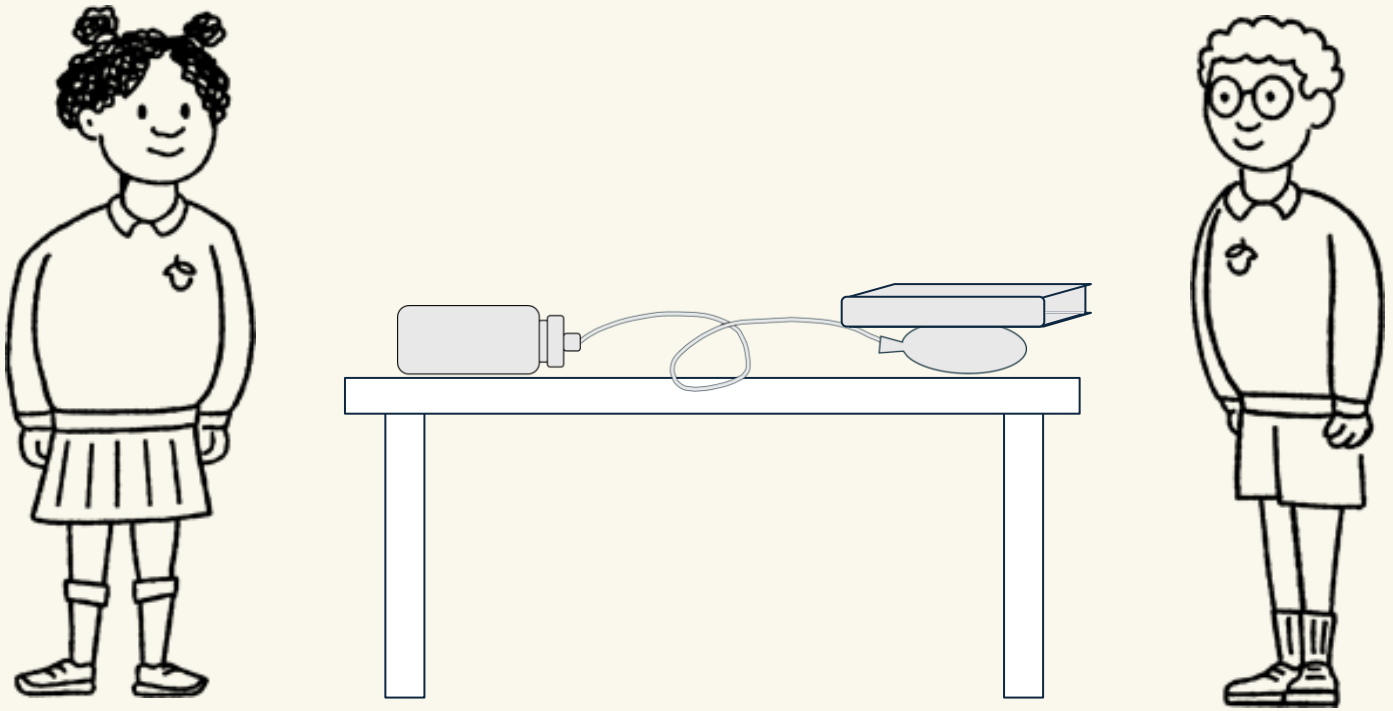
It takes more effort to lift the teddy than a pencil. I wonder how much more weight we can lift?

Wednesday 8th November

TBAT: use air to create movement in prototypes.

What was the heaviest thing you could lift?

Izzy and Alex tested different objects.



We managed to lift a book but it was hard. We had to pump the bottle really hard to get the air in the balloon.

Wednesday 8th November

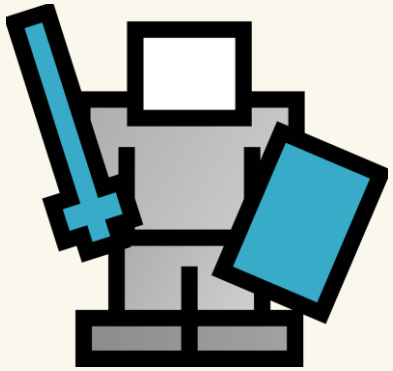
TBAT: use air to create movement in prototypes.

Lots of systems have an **input** and an **output**.
An **input** is the way a system starts.

For example, you move the joystick on a games controller.

input





output

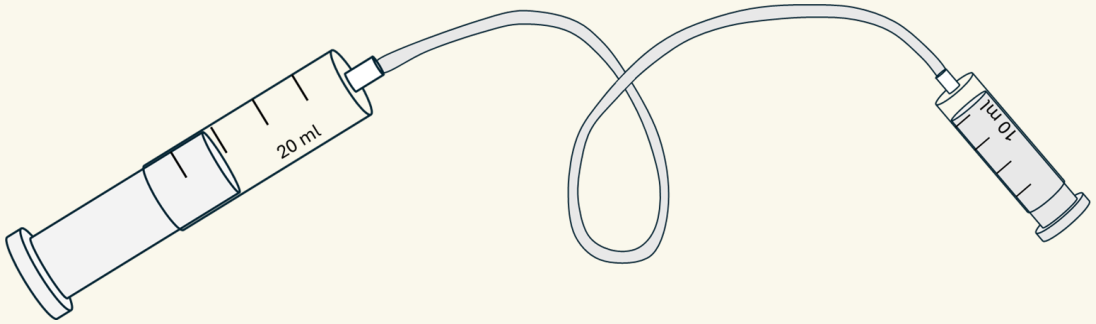
The **output** is what happens as a result of the **input**.

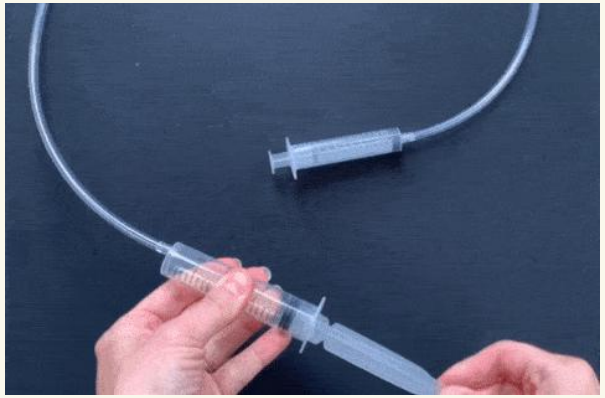
For example, the character in the game moves.

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Simple **pneumatic systems** can be made using plastic syringes for the **input** and **output**.





A plastic syringe replaces the plastic bottle as the **input**.

Another syringe replaces the balloon as the **output**.

Wednesday 8th November

TBAT: use air to create movement in prototypes.

These simple **pneumatic systems** can be used to create moving toys.





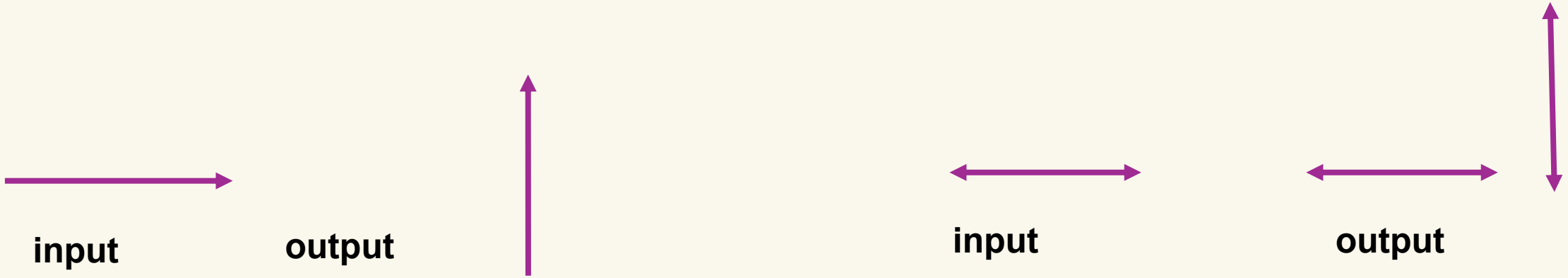


Separate components (parts) can be made to move by directing air from one device (**input**) to another (**output**).

Wednesday 8th November

TBAT: use air to create movement in prototypes.

This can create a lifting movement or a forwards and backwards (or up and down) movement.





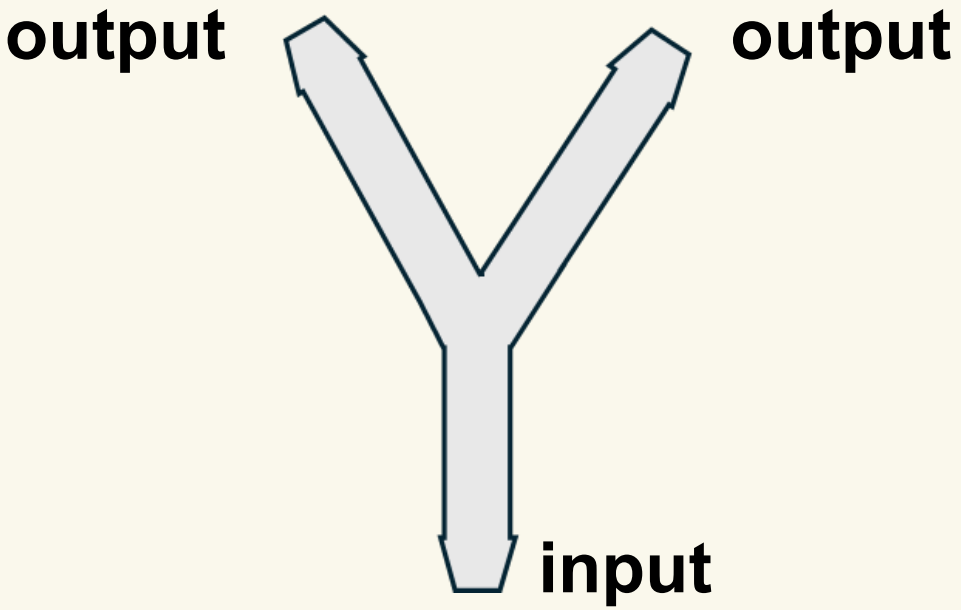
Can you move more than one part of the toy?

Wednesday 8th November

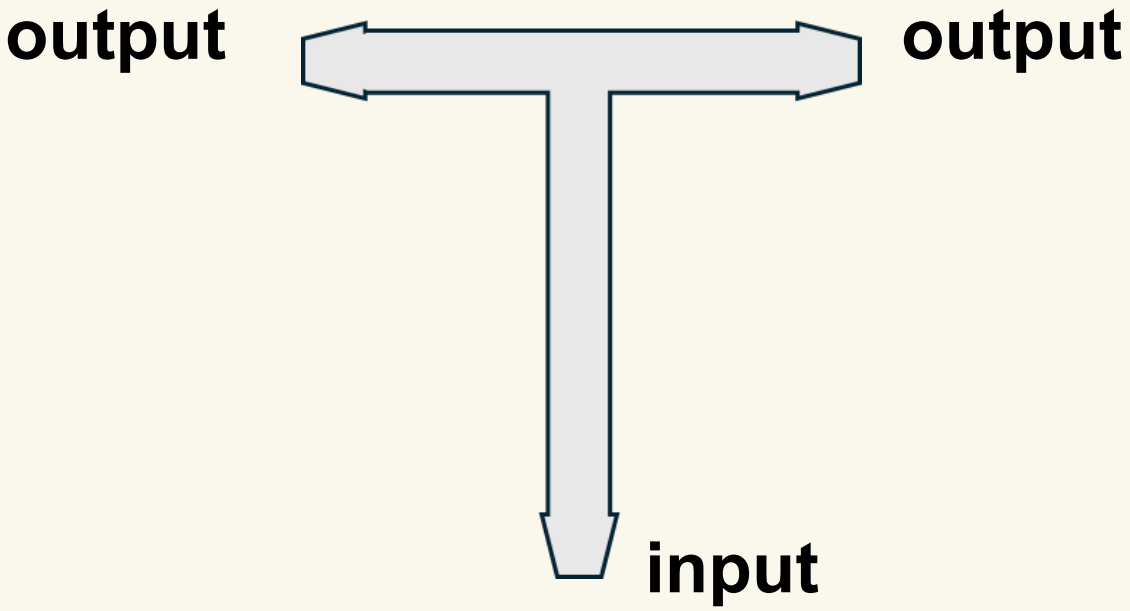
TBAT: use air to create movement in prototypes.

We can use a three-way connector to make one **input** direct air to two different points (**outputs**).

Y connector



T connector



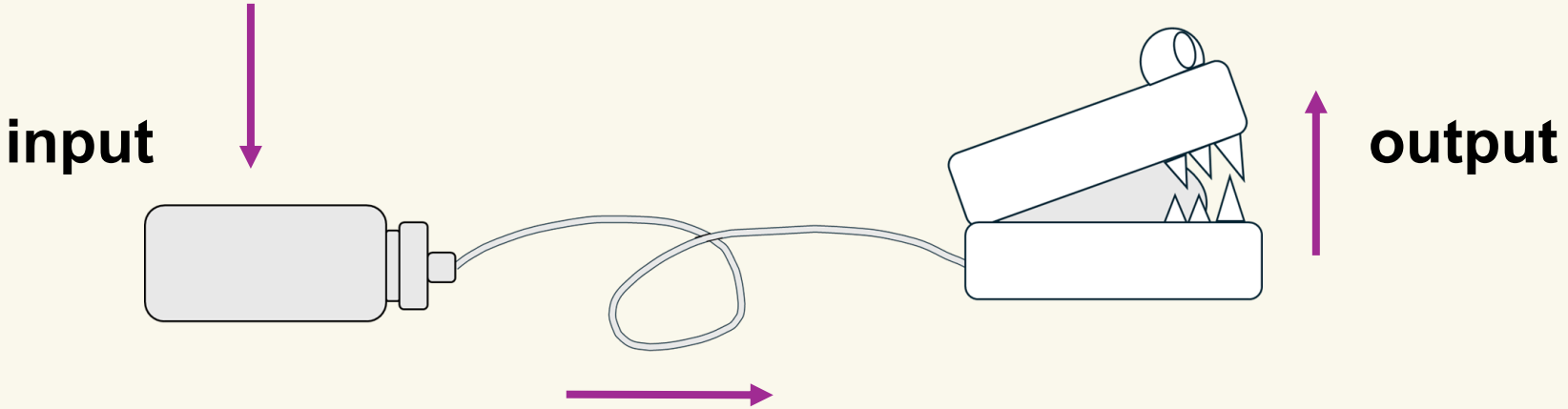
Wednesday 8th November

TBAT: use air to create movement in prototypes.

Alex is explaining how a simple **pneumatic system** could open and close the jaw of this crocodile using lift.



The balloon could be inside the jaws of the crocodile. When I squeeze the bottle, the balloon will inflate making the jaw open.



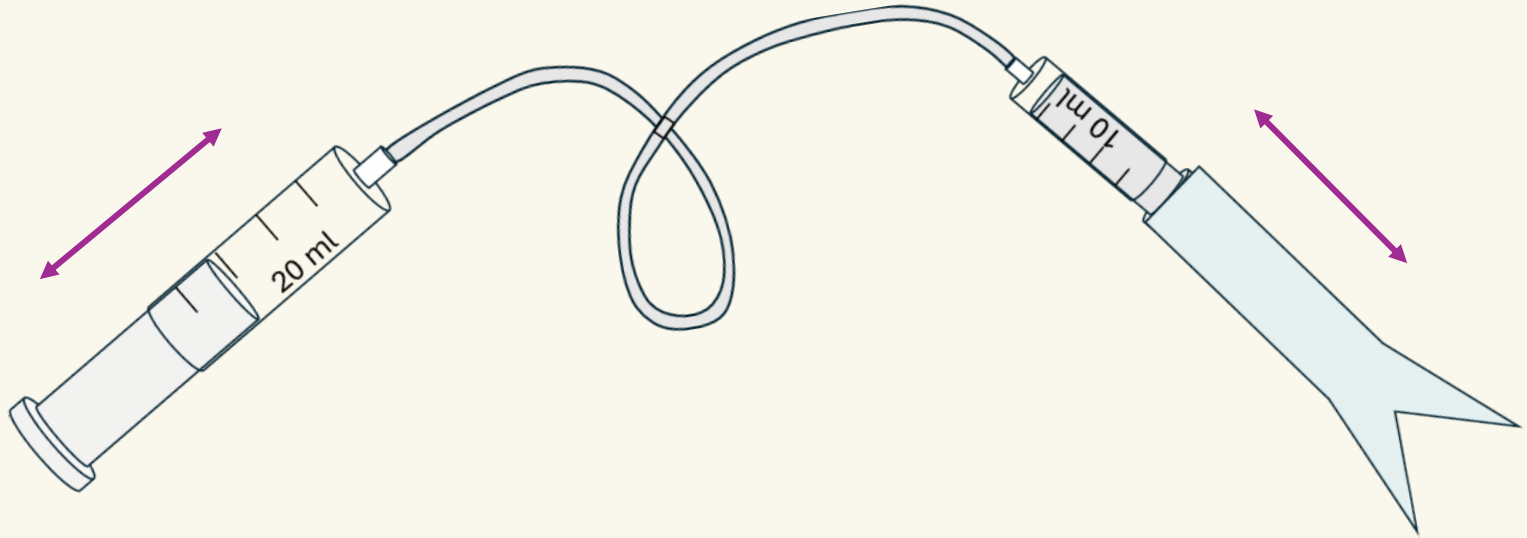
Wednesday 8th November

TBAT: use air to create movement in prototypes.

Aisha is explaining another way to use it.

The plunger on the **output** syringe could have the tongue of a snake attached. When the plunger moves in and out the tongue will move.





input

output

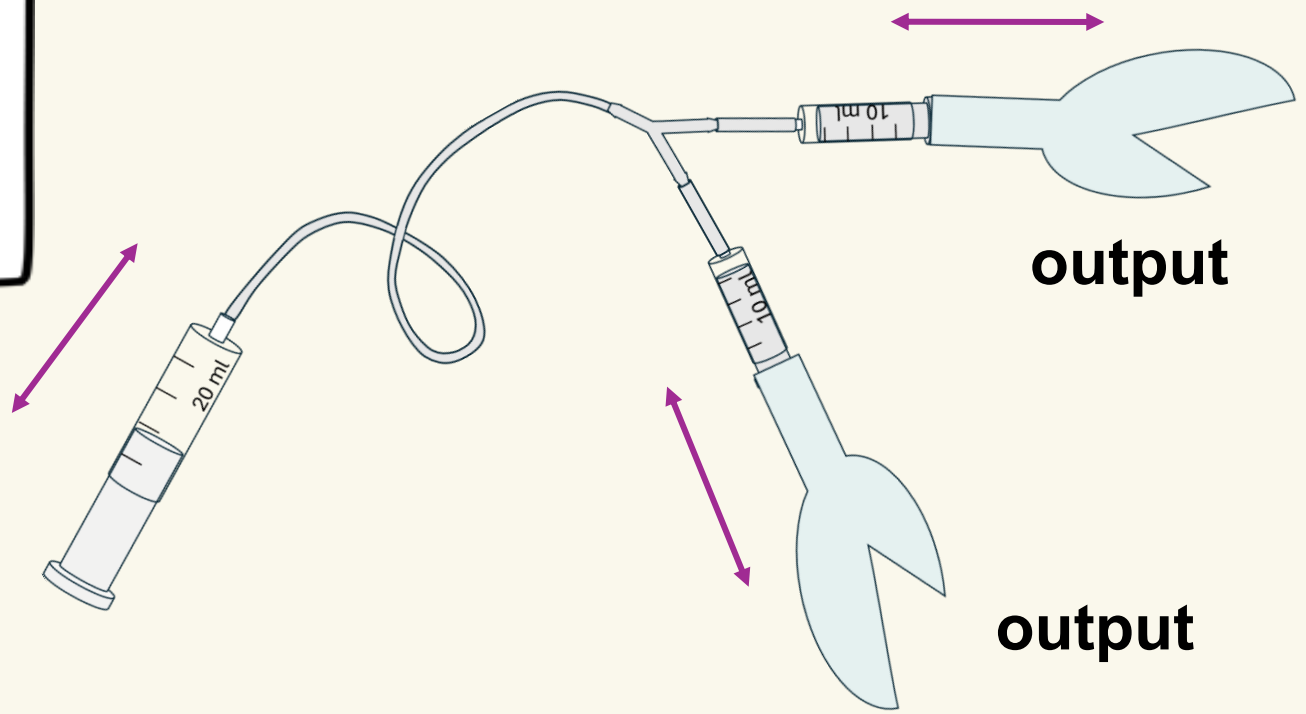
Wednesday 8th November

TBAT: use air to create movement in prototypes.

Laura has a different idea.

The plunger on the **output** syringes could have the legs or claws of an animal attached to it. When the plunger moves in and out, they will move too.



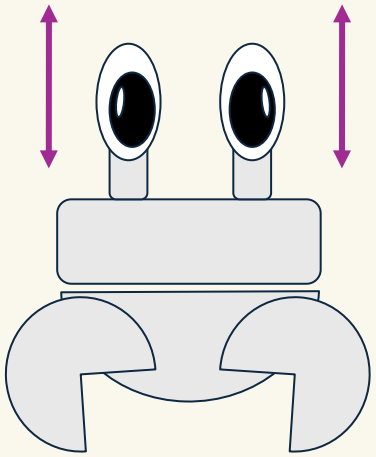


Wednesday 8th November

TBAT: use air to create movement in prototypes.

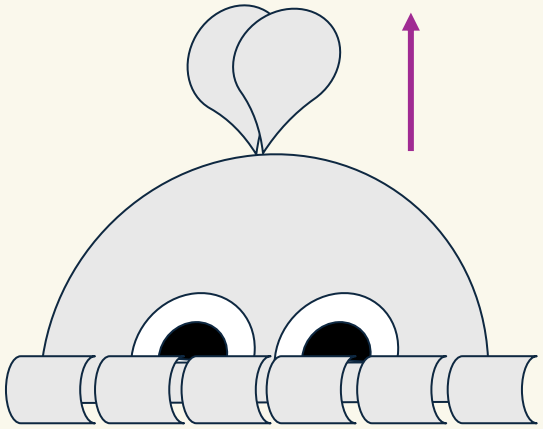
These pupils have had their own ideas.

I could use a Y connector to make two eyes move up and down on a crab's head.





Jacob



I wonder if I could use the balloon lift to make water come out of a whale's back.



Andeep

Wednesday 8th November

TBAT: use air to create movement in prototypes.

Think about the three **pneumatic systems** we have looked at today:

- bottle and balloon
- single **output** syringe
- double **output** syringe

How can they be used to make a moving animal toy?

Which part of the animal could you get to move?

Discuss your ideas with your partner or group.

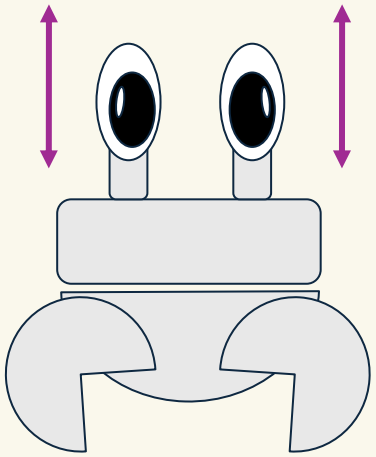
Task B

Identifying input and output

Feedback

These pupils discussed their ideas with each other.

I could use a Y connector to make the eyes move up and down on a crab's head.





Jacob

Good idea. If I made a crab, I would use the same system with a Y connector to make the claws move in and out.



Andeep

Summary

Balloons and plastic bottles can be linked to make a **pneumatic system**.

Syringes and plastic tubing can be linked to make a **pneumatic system**.

Different **pneumatic systems** can create different movements.

Different **pneumatic systems** can create moving animals.