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

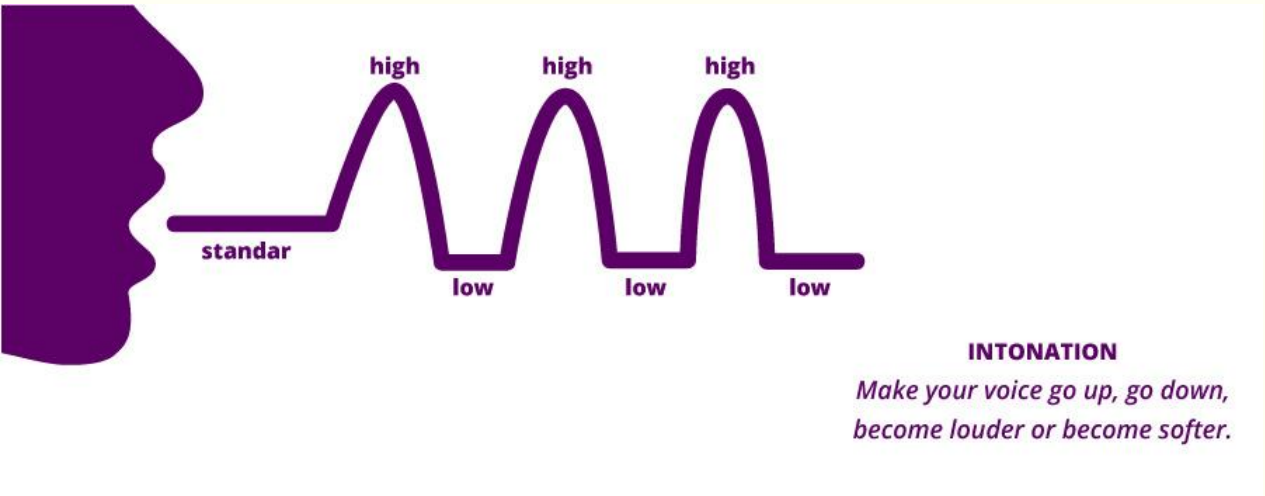
Wednesday 4th November

Kind_y
qui_kly
sa_ely
r_dely
sw_etly
strongl_
brav_ly
sec_etly
f_nally
_sually



Wednesday 4th November 2026
TBAT- show understanding through intonation

Intonation is the way we change our voice when we speak or read aloud. We might make our voice go higher, lower, louder, softer, faster, or slower to show meaning and feelings.



Mr Brown hesitated. “But Mary, dear, we can’t take him . . . not just like that. After ail . . . ”

“After ail, *whaft”* Mrs Brown’s voice had a firm note to it. She looked down at the bear. “He *is* rather sweet. And he’d be such company for Jonathan and Judy. Even if it’s only for a little while. They’d never forgive you if they knew you’d left him here.”

“It ail seems highly irregular,” said Mr Brown, doubtfully. “I’m sure there’s a law about it.” He bent down. “Would you like to corne and stay with us?” he asked. “That is,” he added, hastily, not wishing to offend the bear, “if you’ve nothing else planned.”

The bear jumped and his hat nearly fell off with excitement. “Oooh, yes, please. I should like that very much. I’ve nowhere to go and everyone seems in such a hurry.”

“Well, that’s settled then,” said Mrs Brown, before her husband could change his mind. “And you can hâve marmalade for breakfast every morning, and—” she tried hard to think of something else that bears might like.

“Every morning?” The bear looked as if it could hardly believe its ears. “I only had it on spécial occasions at home. Marmalade’s very expensive in Darkest Peru.”

“Then you shall hâve it every morning starting

tomorrow,” continuée! Mrs Brown. “And honey on Sunday.”

A worried expression came over the bear’s face. “Will it cost very much?” he asked. “You see, I haven't very much money.”

“Of course not. We wouldn’t dream of charging you anything. We shall expect you to be one of the family, shan’t we, Henry?” Mrs Brown looked at her husband for support.

“Of course,” said Mr Brown. “By the way,” he added, “if you *are* coming home with us you’d better know our names. This is Mrs Brown and Tm Mr Brown.”

The bear raised its hat politely—twice. “I haven’t really got a name,” he said. “Only a Peruvian one which no one can understand.”

“Then we’d better give you an English one,” said Mrs Brown. “It’ll make things much easier.” She looked round the station for inspiration. “It ought to be something spécial,” she said thoughtfully. As she spoke an engine standing in one of the platforms gave a loud whistle and let off a cloud of steam. “I know what!” she exclaimed. “We found you on Paddington station so we’ll call you Paddington!”

“Paddington!” The bear repeated it several times to makc sure. “It seems a very long name.”

“Quite distinguished,” said Mr Brown. “Yes, I like Paddington as a name. Paddington it shall be.”

Mrs Brown stood up. “Good. Now, Paddington,

I hâve to meet our little daughter, Judy, off the train. She's coming home from school. *Vm* sure you must be thirsty after your long journey, so you go along to the buffet with Mr Brown and he'11 buy you a nice cup of tea."

Paddington licked his lips. "I'm *very* thirsty," he said. "Sea water makes you thirsty." He picked up his suitcase, pulled his hat down firmly over his head, and waved a paw politely in the direction of the buffet. "After you, Mr Brown."

"Er . . . thank you, Paddington," said Mr Brown.

"Now, Henry, look after him," Mrs Browm called after them. "And for goodness sake, when you get a moment, take that label off his neck. It makes him look like a parcel. *Vm* sure he'll get put in a luggage van or something if a porter sees him."

The buffet was crowded when they entered but Mr Brown managed to find a table for two in a corner. By standing on a chair Paddington could just rest his paws comfortably on the glass top. He looked around with interest while Mr Brown went to fetch the tea. The sight of everyone eating reminded him of how hungry he felt. There was a half-eaten bun on the table but just as he reached out his paw a waitress came up and swept it into a pan.

"You don't want that, dearie," she said, giving him a friendly pat. "You don't know where it's been."

Paddington felt so empty he didn't really mind

where it had been but he was much too polite to say anything.

Extended reading

- **How should Paddington say, "I'm *very thirsty*"?**
  Should his voice sound excited, tired, worried, or angry?
  What clues in the text help you decide?

- **When Mrs Brown says, "Now, Henry, look after him," how should you read this sentence?**
  Should your voice sound firm, gentle, or frightened?
  Why?

- **How should Paddington say, "Oooh, yes, please. I should like that very much"?**
  Where would you change your volume or expression?
  What does this tell us about how Paddington is feeling?

4.11.26

Times tables

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

3 x 3 = 9

4 x 3 = 12

Take turns to practise these with your partner

4.11.26

Daily 10 - Mental Maths Challenge - Topmarks

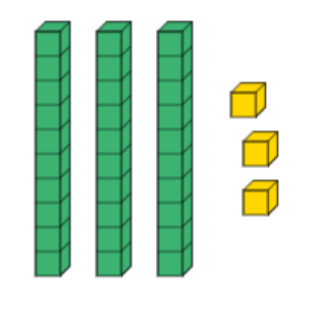
TBAT: find unit fractions of an amount

3 in 3

1. Find quarter of 20

2. Half of 66

3. 33 ÷ 3 =



Find one sixth of 60

4.11.26

TBAT: find unit fractions of an amount

Talk partners

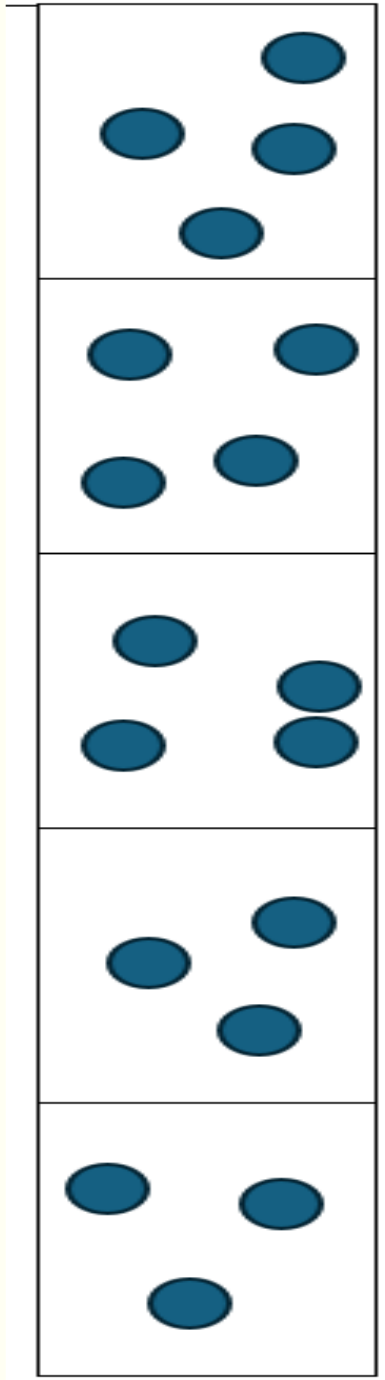
I have found $\frac{1}{6}$ of 18

Do you agree? Why/ Why not?

I agree because…

I disagree because…

How could you work out $\frac{1}{4}$ of 20?



4.11.26

TBAT: find unit fractions of an amount

When we find a fraction of an amount:

1/5 of 20 =

We divide by the denominator

20 divided by 5 = 4

And multiply by the numerator

4 x 1 = 4

Answer: 1/5 of 20 = 4

4.11.26

TBAT: find unit fractions of an amount

How can we find fractions of an amount without a picture to help us?

1/4 of 12 =

1/5 of 25 =

We can draw the bar model in our book to help us divide or we can use multiplication facts to help us.

4.11.26

TBAT: find unit fractions of an amount

Partner work:

On your whiteboard, draw a bar model to divide or use your existing knowledge of times tables facts.

$\frac{1}{10}$ of 30

$\frac{1}{5}$ of 45

I have 9 toys on the floor. This is $\frac{1}{4}$ of the total amount of toys I have. How many do I have in total?

4.11.26
TBAT: find unit fractions of an amount

Here is $\frac{1}{5}$ of Jack's stickers.



How many stickers does Jack have altogether?

4.11.26

TBAT: find unit fractions of an amount

Knowledge check:

Find $\frac{1}{5}$ of 10

4.11.26

TBAT: find unit fractions of an amount

Independent Task

1. $\frac{1}{2}$ of 18 =

2. $\frac{1}{5}$ of 60 =

3. $\frac{1}{8}$ of 16 =

4. $\frac{1}{10}$ of 70 =

5. $\frac{1}{4}$ of 24 =

RP:
There are twenty boxes of cereal on the shelf.
One fifth of them fell off.
How many fell off?

Challenge

5a. Fill in the missing box to make the statement true.

$\frac{1}{4}$ of 16 < $\frac{1}{5}$ of $\square$

Mastery

9b. Claire was sorting the bottles in her bathroom. She threw away lots of bottles until only one quarter were left.



How many bottles did Claire have to begin with? Explain your answer.

Mastery with greater depth

4. Becca has a pack of 30 paper clips.

- One third of the paper clips are red.
- One fifth of the paper clips are blue.
- One tenth of the paper clips are green.

Her friend Ryan says,



There are more green than red paper clips because finding a tenth of an amount will give a larger answer than finding a third.

Do you agree? Explain your reasoning.

Break

Wednesday 4th November 2026
TBAT identify and use adjectives



1. Use a or an to complete each gap in the sentence below.

   As _____ treat, we sometimes take _____ picnic to _____ amazing park nearby.

Underline the **direct speech** in the sentence below.

"Come here, boy!" shouted Dad.

Draw a line to match each word to the correct **prefix** to create a **noun**.

tele–	angle
semi–	vision
tri–	circle

Challenge – How many synonyms can you think of for:
Happy?

Wednesday 4th November 2026
TBAT identify and use adjectives



Partner talk:

What is an adjective?

What is a noun?

I think an adjective is… because…

Adjectives are used for…

A noun is…

Wednesday 4th November 2026
TBAT identify and use adjectives



An adjective is a describing word; we use it to give more information about a noun.

The **brown, fluffy** bear.

Wednesday 4th November 2026
TBAT identify and use adjectives



Knowledge check:

Can you spot the adjectives in this sentence?

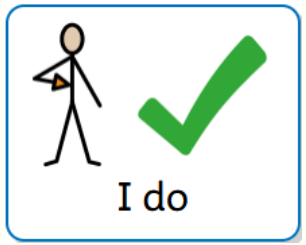
The crowded, noisy train station.

Wednesday 4th November 2026
TBAT identify and use adjectives



Partner talk: How many adjectives can you think of to describe Paddington?

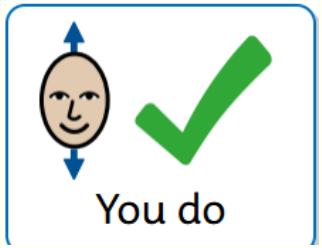
How to add adjectives to a noun



Paddington carefully unwrapped his **sticky, sweet** marmalade sandwich.



Partners – Describe Paddington's suitcase.



Independent – Describe Paddington's coat.

Independent task

Highlight the adjectives in the sentences

1) Paddington wore his blue duffle coat and red hat.

2) The kind bear carried a heavy suitcase through the station.

3) Paddington made a messy sandwich with sticky marmalade.

Write 3 sentences about Paddington using adjectives

You can describe:

- Paddington's label
- The train station

Paddington's Description Challenge

Can you write a paragraph about Paddington that includes:

At least 5 adjectives

A description of Paddington, his suitcase, and the train station

A sentence that tells us what Paddington is doing.

Tuesday 3rd November

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

3 in 3

Rama was a good and brave prince. He lived with his wife **Sita** and his brother **Lakshman**. One day, Rama was sent away to the forest for many years. Sita and Lakshman went with him.

In the forest, the demon king **Ravana** took Sita away to his island. Rama was very sad. With the help of **Hanuman**, the monkey god, Rama rescued Sita.

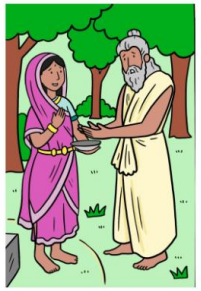
When they returned home, everyone lit lamps to welcome them back. People still celebrate **Diwali** to remember their happiness and the victory of good over evil.

1. Who went to the forest with Rama?
2. Who took Sita away?
3. What festival celebrates Rama and Sita's return home?

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

The story of Rama and Sita - BBC Teach

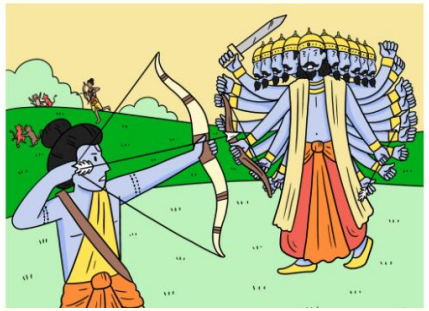
Paired Task: Order the events from the story of Rama and Sita.



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

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





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



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

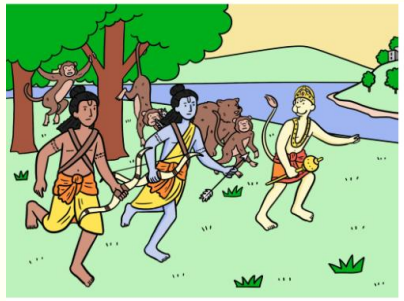


Ravana was a powerful king, but made a bad decision as he wanted to steal **Sita** away from **Rama**.

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



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



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.

Challenge:

In your own words, summarise the story of Rama and Sita.

At the start of the story .....

Sita was tricked by.....

Lunch

PE

TBAT - **To develop control when holding and moving between balances.**



Handwriting

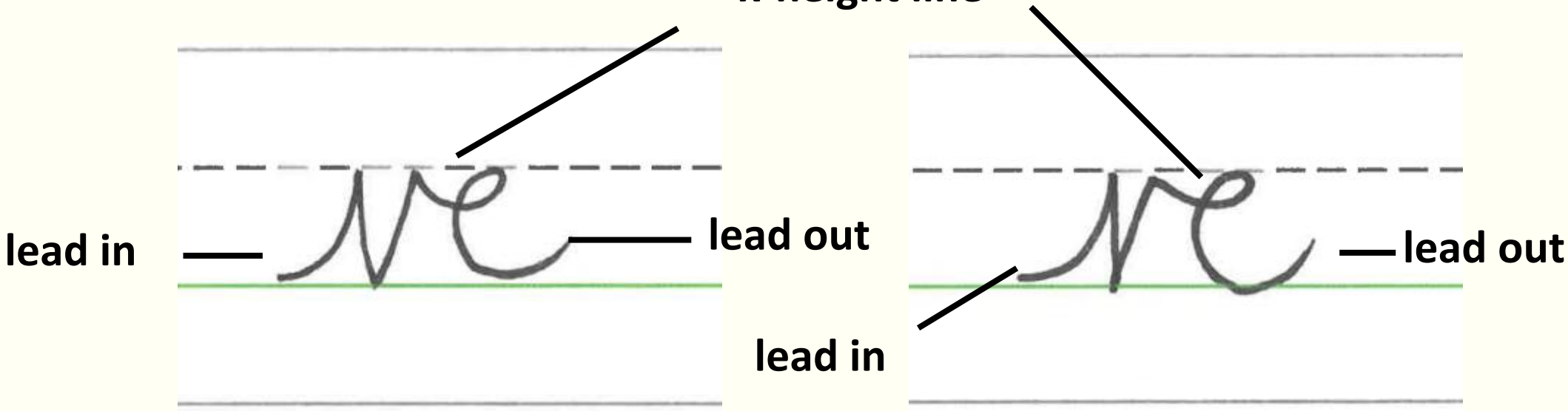
The third join: ve and re

Explanation

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

What can you see?

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



The third join: ve and re

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 down** 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.

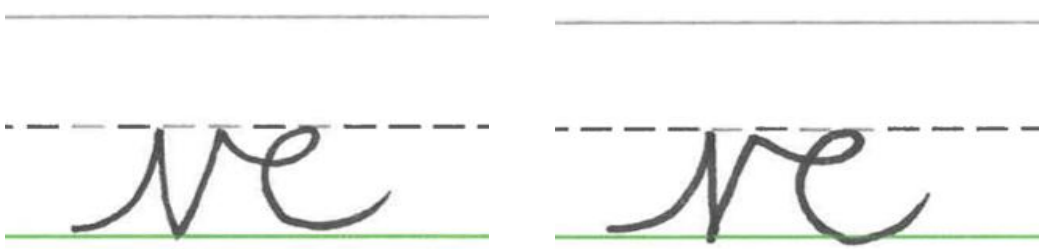
When joining to the letter e, the formation starts just below the **x-height line** and goes round in an anti-clockwise direction.

The gap between the letters is big enough that the letters are not touching.

The third join: ve and re

Explanation Check

I will form the join ve and re in the air with my finger.



F he smooth and flowing.

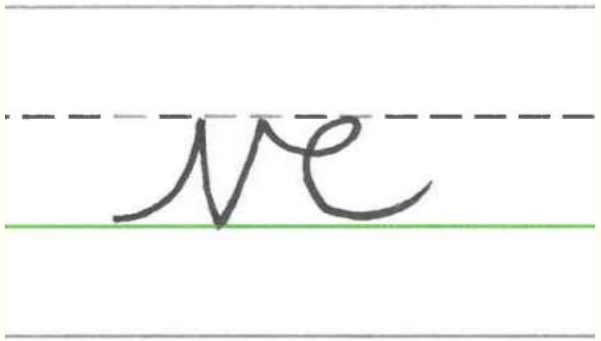
You will form the join ve and re in the air with your finger.

The third join: ve and re

Explanation

Let’s practise the third join: ve

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 v.
4. To join, keep your pencil on the **dip down** of the **lead out** 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: re

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

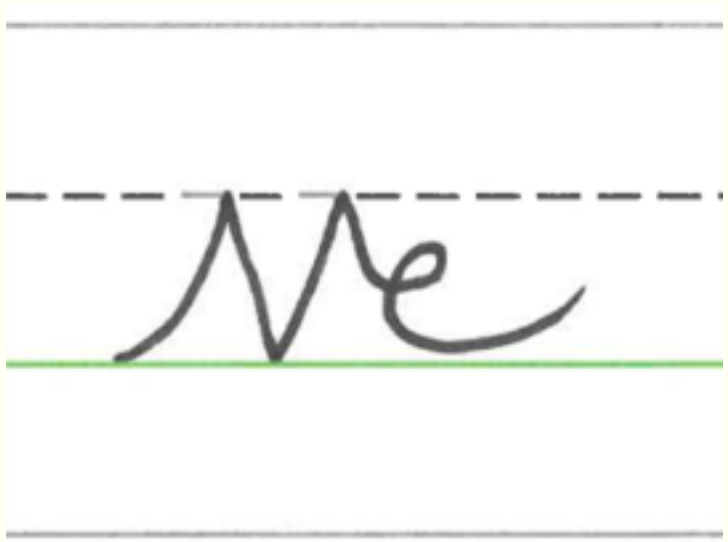


Keep your pencil flowing smoothly as you connect the letters.

The third join: ve and re

Check

Select the correct join.



a



b

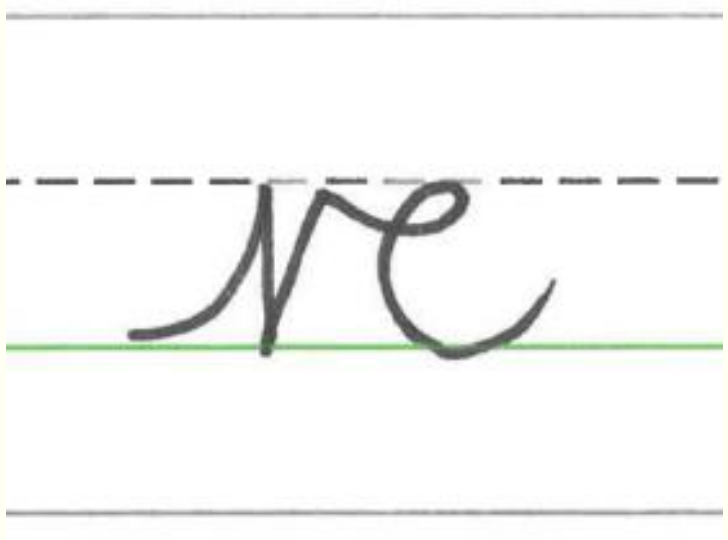


c ✓

The third join: ve and re

Check

Select the correct join.



a ✓



b



c

The third join: ve and re

1. Practise the third join: ve

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: re

a. Go over the grey examples.

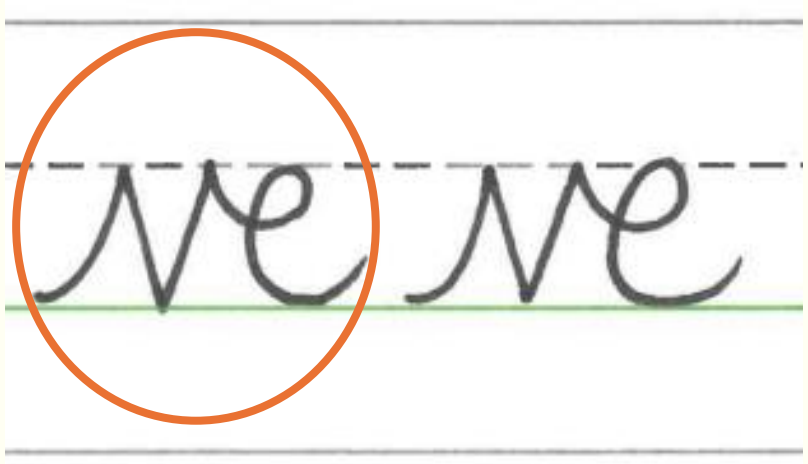


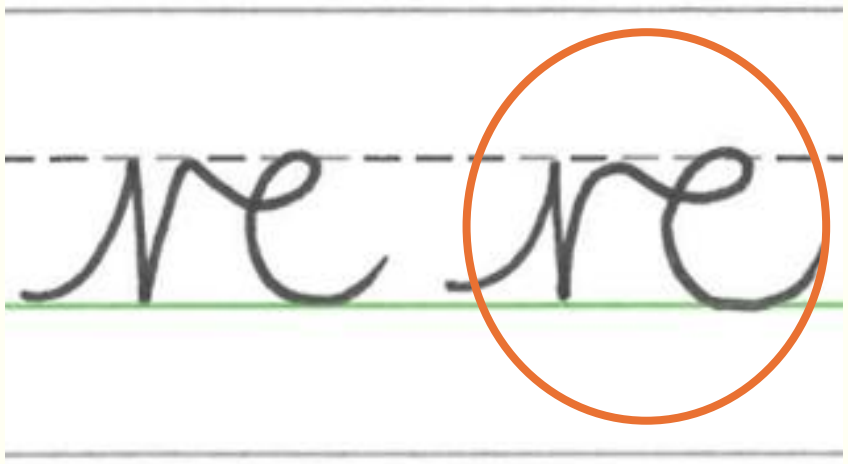
b. Try using the starting dot.

c. Complete two lines independently on your tramlines.

Task C The third join: ve and re

Feedback





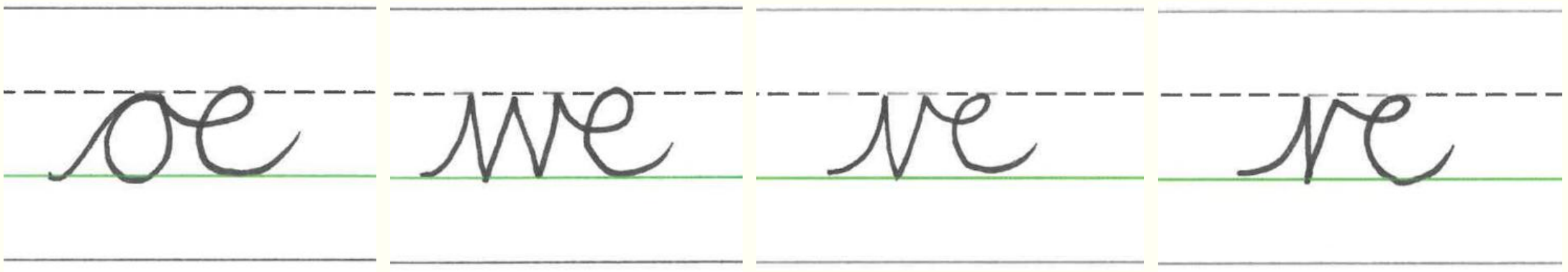
Did you **dip down** below the **x-height line** to make the join?

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

Was your movement smooth?

Circle your best join and celebrate.

Summary The third join: oe, we, ve and re with lead in



- **cursive** letter joins refer to how the letters connect together
- the letters all have a **lead in** and a **lead out**
- the third join starts at the **x-height line** and **dips** below the **x-height line** and back up to join the next letter
- when connecting the letter e, with the third join, the **dip down** starts the formation of the letter e
- when using the third join you leave enough space to ensure the letters are not touching without leaving a big gap

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

2 in 2

What does the word **rotate** mean?

- ☐ move in a straight line
- ☐ move backwards
- ☐ move sideways
- ☐ move in a circle

Which of these uses **air** to move? (Tick **1** correct answer)



☐ rowing boat



☐ speedboat



☐ ferry



☐ sailboat

Wednesday 4th November

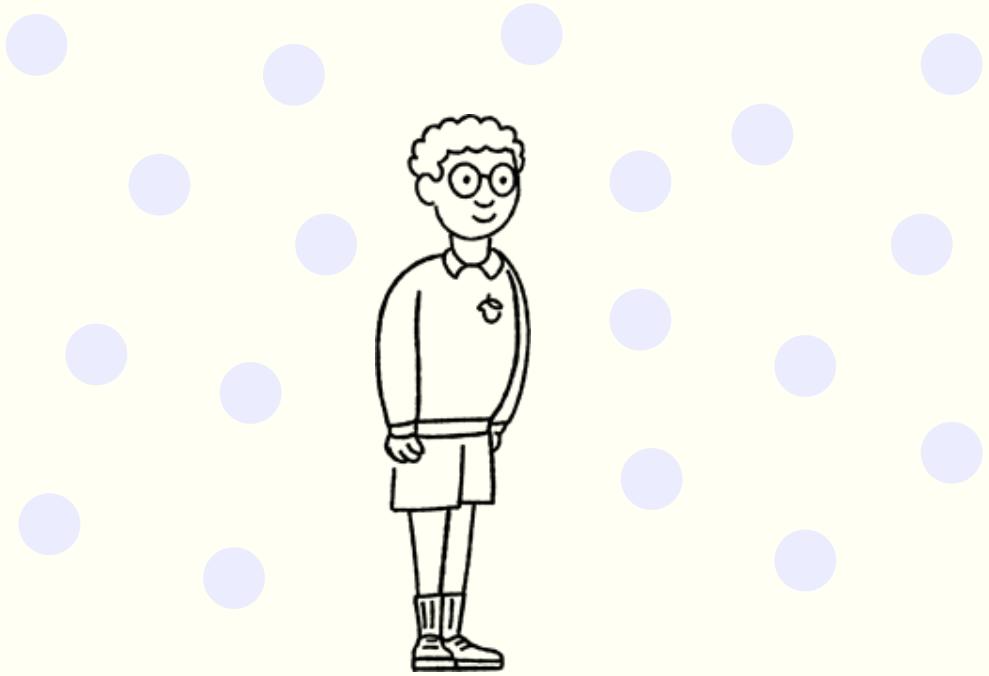
TBAT: analyse familiar objects that use air to make them work.

expand	grow in size, take up more space
inflate	fill with air to change the shape, as with a balloon
deflate	remove or release air, causing something to shrink in size

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

Air is all around us. It is an invisible mix of gases that we breathe.



Partner Talk: What else do we use air for?

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

We use natural moving air (wind) for lots of things.



to dry washing



to make electricity



to sail a boat

Can you think of any other things that are moved by wind?

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

We use pumps to squeeze air into some products.



bicycle tyres



footballs



bouncy castles

The air makes them **inflate** and **expand**.

Have you ever seen something being **inflated**?

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

Some products can be **inflated** by blowing air in from your lungs.



balloons



bubble wands



swim aids

We suck the air in and then blow it into the product.

Have a go at sucking in and blowing out air.

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

Some products, such as fans, hairdryers and leaf blowers, make air move.



fan



hairdryer



leaf blower

They blow out cold or warm air to keep us cool, dry our hair or move things, such as leaves.

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

These pupils have thought of some products that use air to work.

A kite uses air. They only work on windy days so they must need moving air.



Alex





My uncle plays the trumpet and I know he has to blow hard into the mouthpiece to make it work.

Laura



Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

Partner Talk:

Discuss a time you, or someone else, used air to make something move or work.

- Where did the air come from?
- Where did the air need to go?
- What did the air do to the product?
- Was the air released (let out)?

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

What do these things have in common?







They all need air to work.

But they don’t use air in the same way.

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

We have already seen that:

- some products have air squeezed inside them to change their size or shape



- some products use moving air to make them move



- some products make air move.



Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

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

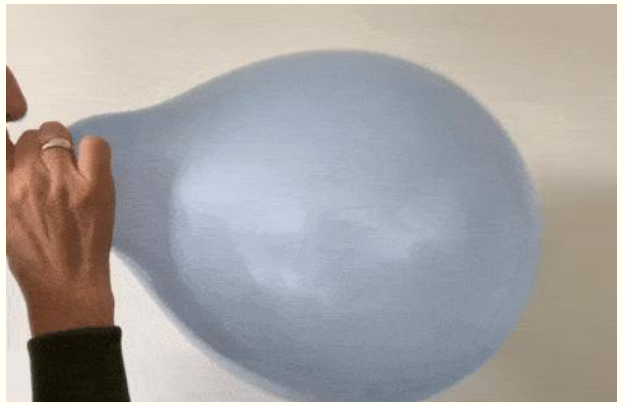
The balloon can **expand** because it is made from a stretchy material.

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

When the air is released, the balloon **deflates** and shrinks back to its original size and shape.





If too much air is squeezed inside the balloon and the material cannot stretch any further, the balloon will pop.

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

What can happen to a balloon if too much air is squeezed inside?

a Nothing will happen.

b It will shrink.

c It will pop. ✓

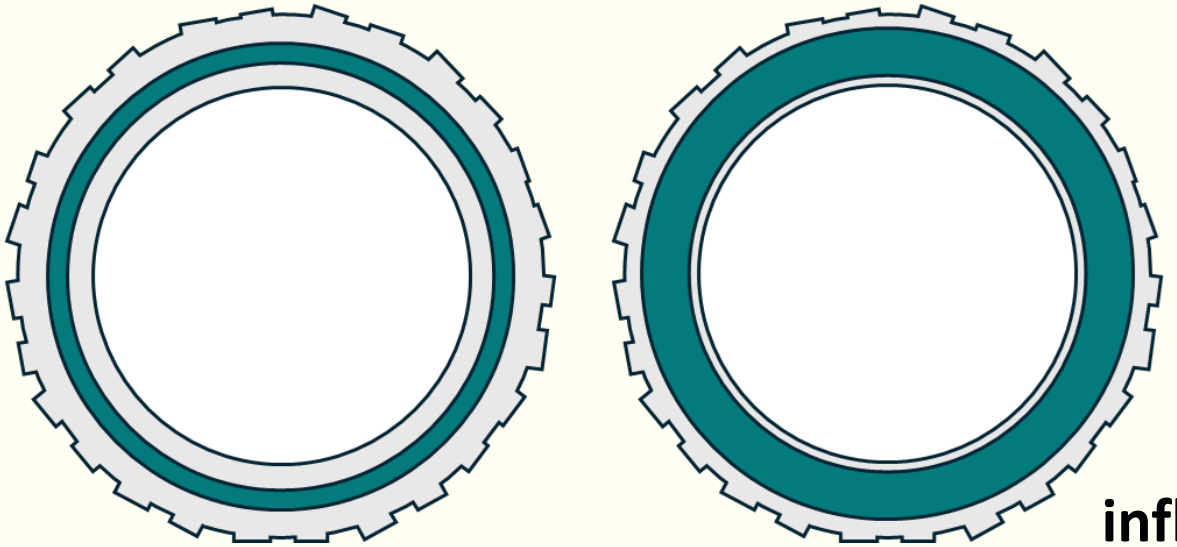
Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

Bicycle tyres are **inflated** in the same way.

There is a tube, similar to a balloon, inside the tyre which can be **inflated** using air from a pump.

The tube **expands** and fills the tyre.



deflated tyre

inflated tyre

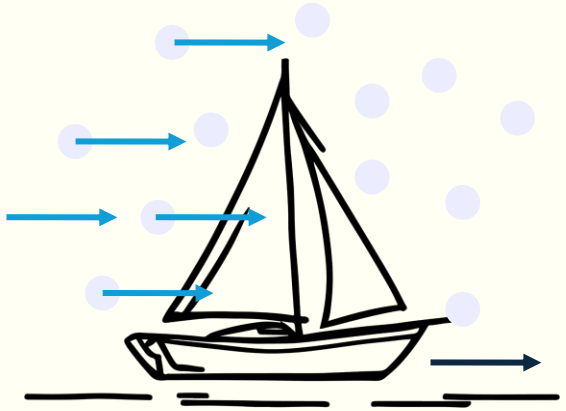
Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

Moving air (or wind) can make things move.



sailboat

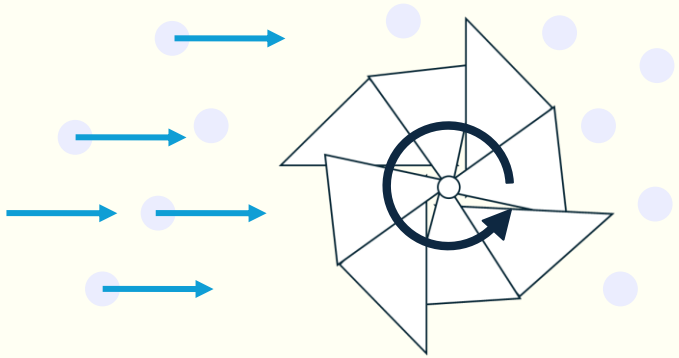


The moving air pushes against the sails.





windmill/pinwheel



The moving air causes the blades to rotate.

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

Some products, such as fans and hairdryers, make air move.

They suck the air in and push it out.

Sometimes the air is heated up before it is pushed out so we feel warm air.



Have you ever used a product that blew out air? How did it feel?

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

How do these products use air to work?



wind chime

Moving air moves the chimes so they bang together to make a noise.



parachute

The parachute fills with air which slows it down as it lowers to the ground.

Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

These pupils are discussing products they have seen that use air.

I have armbands for swimming that are **inflated** by blowing air into them.



Alex

I help to **inflate** the balls at football practice using a pump.



Lucas

The teacher blows a whistle at playtime which makes a loud noise!

Laura



Wednesday 4th November

TBAT: analyse familiar objects that use air to make them work.

Independent:

Can you explain how each of these products uses air to work?

Do they use air in the same way?





Useful words to help you explain.

squeeze push blow inflate move

You may have said something like this:

A sailboat uses natural moving air called wind. The wind pushes against the sails which moves the boat through the water.

A balloon is filled by air from our lungs. We squeeze the air in by blowing into it which makes it inflate. We tie the balloon to stop the air escaping.

Air is invisible and all around us.

Some things need air to move and work.

We can force air to move and use this to make things work.

Blowing up a balloon involves forcing air from your lungs into the balloon. The balloon **expands** and **inflates**.