

# Monday 29th April Morning Challenge

Write the time shown on the clocks.



\_\_\_\_\_



\_\_\_\_\_

Why was the second paragraph started?

Andy felt terrified. He'd never been home alone before in the new house. He sensed something creepy had happened here.

Around 50 years ago, a strange family lived in this house. They didn't socialise with their neighbours and kept the curtains closed all the time.

Introduce a new character

Introduce a new point in time

Help the detective identify the stolen vowels.



p \_ t \_ t \_ \_ s

p \_ s s \_ b l \_

p r \_ s s \_ r \_

Extension: Create a definition for each word.

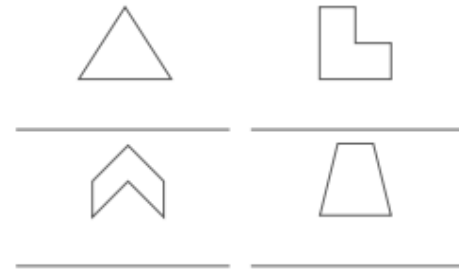
Complete the multiplications.

- 5 x 3 =
- 0 x 8 =
- 3 x 2 =
- 3 x 4 =
- 7 x 5 =
- 8 x 3 =
- 12 x 8 =
- 11 x 5 =
- 6 x 4 =
- 4 x 10 =

What did Faith wear to her party?

When she was getting ready for her party, Faith noticed a rip in the back of her pink sequined dress. Faith was terribly upset. Luckily, her mum had a surprise for her. She'd made Faith another, even prettier, purple lace dress. Faith was over the moon and got changed straight away.

What type of lines are the shapes made up of? Horizontal, vertical or both?



Complete the sentences below using 'where' or 'wherever'. They can only be used once.

Our family dog Bertie always follows my dad \_\_\_\_\_ he goes.

Mum hides the best treats \_\_\_\_\_ only her and Dad can reach.

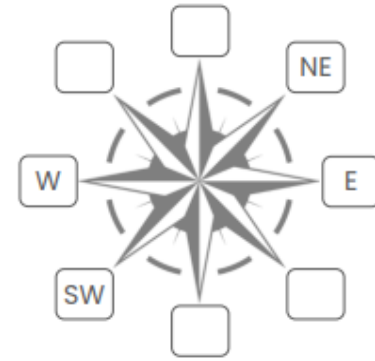
Tick the adverbs in the sentence below.

The thief skilfully plotted his route  through the huge, art gallery to  steal the prized painting carefully  and quietly.

Match the item to the correct recycling bin.



Complete the labels on the compass.



Name

Score

EMW Y3 Su W7 D1



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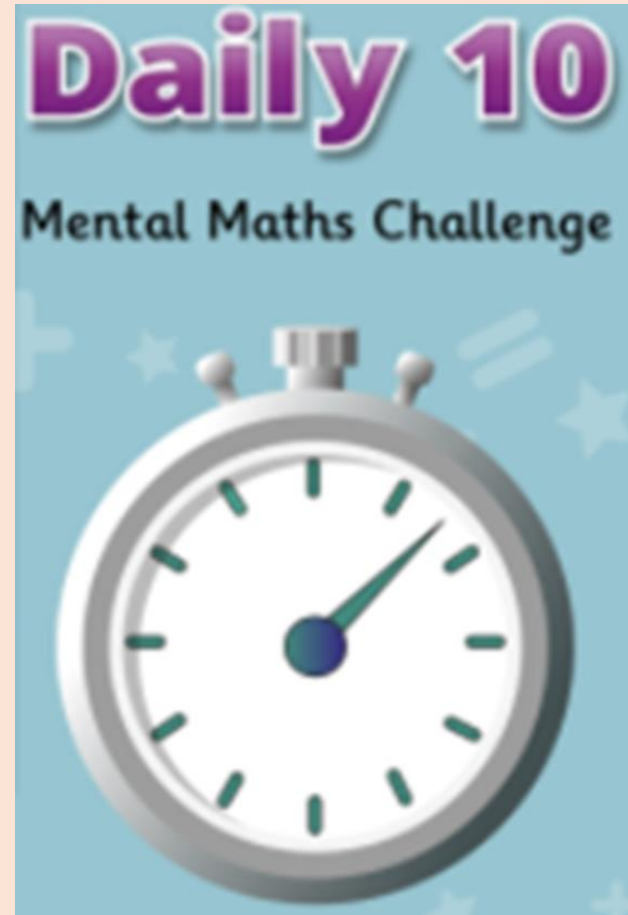
29.04.24

TBAT: understand scaling when multiplying

Daily 10 - Mental Maths  
Challenge - Topmarks

## Key Vocabulary

Multiple  
Multiply  
Hundreds  
Tens  
Ones



29.04.24

TBAT: understand scaling when multiplying

1.  $367 - 139 =$

1. $367 - 139 =$																				

There are 5 windmills. Each windmill has 4 blades. How many blades are there altogether?

Show your answer as a multiplication number sentence.



2.  $18 \times 4 =$

2. $18 \times 4 =$																				

**Challenge**

Double the answer of each question.

## TBAT: understand scaling when multiplying

The total value of B is 56.

There are 7 equal groups of 8 and  $7 \times 8 = 56$ .

A. 

8
---

 = 8

B. 

8	8	8	8	8	8	8
---	---	---	---	---	---	---

 = 56

These two numbers both appear in the 8 times table.

We know that  $7 \times 8 = 56$  which also means that  $8 \times 7 = 56$ .

29.04.24

TBAT: understand scaling when multiplying

As  $8 \times 7 = 56$ , this means that B has 7 times as many 8s.

A. 

8
---

 = 8

B. 

8	8	8	8	8	8	8
---	---	---	---	---	---	---

 = 56

B has 7 times as many blocks.

29.04.24

# TBAT: understand scaling when multiplying Partner Talk

'Times as many' involves multiplication as it is another way of saying 'times' or 'multiply'.

Let's use scaling to compare the number of grey and blue doors.

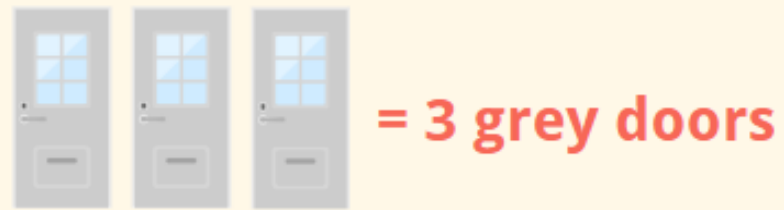


How many grey doors are there?  
How many blue doors are there?

29.04.24

# TBAT: understand scaling when multiplying Partner Talk

There are 3 grey doors and 9 blue doors.



We can enter these values at the start and end of a multiplication number sentence.  
The missing value reveals how many times more there are.

$$3 \times \boxed{?} = 9$$

29.04.24

TBAT: understand scaling when multiplying  
Partner Talk

The missing value is 3 because  $3 \times \underline{3} = 9$ .



= 3 grey doors



= 9 blue doors

There are **3 times as many** blue doors as grey doors.



# TBAT: understand scaling when multiplying Partner Talk

Which representation has five times as many objects in the second row?



C

None of these

A

B



29.04.24

# TBAT: understand scaling when multiplying

## Blue

Varied Fluency 2

How many times bigger than 3 is 36?

Circle the correct answer.



9

12

10

11

## Green

Andy saw 7 birds at the park.



Sadia saw 4 times as many birds than him.

How many birds did Sadia see?

**Challenge: Which of these numbers can you double and half? Explain your answer**

# TBAT: understand scaling when multiplying 29.04.24

## Independent -

1)

2a. How many times bigger than 5 is 35?



Circle the correct answer.

4      7      6      5

2)

4a. Alex has 6 toy cars.



Bella has 5 times as many cars as him.



How many cars does Bella have?

3)

8a. Danny has 9 sweets.

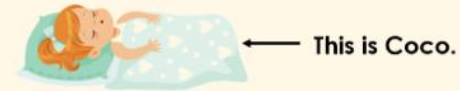


Lily has 3 times as many sweets as him.

How many sweets does Lily have?

4)

Coco has 3 times as many cousins as Missy. Coco has invited all of her cousins to her birthday sleepover.



Missy must have an even number of cousins that is greater than 0 but less than 3.

True

False

Check



29.04.24

## TBAT: understand scaling when multiplying

### Challenge:

12a. Milly has 6 pencil crayons.



Ali has 24 pencil crayons.

Complete the sentence. Ali has \_\_\_\_\_ times as many pencil crayons as Milly.

### Mastery Challenge

9b. Match the numbers on the left to the numbers which are 6 times bigger than them.

4

48

3

30

8

18

5

24

# TBAT: understand scaling when multiplying

## Greater Depth:

Eric and Emily are siblings. Eric is very good at saving his pocket money and has worked out that he has 5 times more money than his sister.

Altogether they have more than £30 but less than £100 pounds.



Emily

Both amounts of our money are in whole pounds.



Eric

I have got 5 times more money than my sister.



Explore the different amounts of money Eric and Emily could have.

# TBAT: understand scaling when multiplying

## Greater Depth:

Eric and Emily are siblings. Eric is very good at saving his pocket money and has worked out that he has 5 times more money than his sister.

Altogether they have more than £30 but less than £100 pounds.



Both amounts of our money are in whole pounds.



I have got 5 times more money than my sister.



Explore the different amounts of money Eric and Emily could have.

Various answers, for example: Emily has £8 and Eric has £40; Emily has £9 and Eric has £45; Emily has £12 and Eric has £60.

Monday 29th April

TBAT: spell words ending in sure.

What do you notice about

Measure  
Treasure  
Pleasure  
Enclosure  
Leisure  
Composure

Challenge - Can you use these words in a sentence with a fronted adverbial?

Monday 29th April

TBAT: make inference from the text.

3 in 3

Think how much you know about the place where you live. Now think about what it was like before you arrived on the scene. Most of us live in a village, town or city that has been there for centuries. Over the years, there are bound to have been people who have been remembered for doing great things. Do you know who they are? There are usually clues, if you keep your eyes open. Perhaps there is a statue that you have never really given a second glance. Maybe there's a name that keeps appearing on buildings or street signs.

1. The text names three sorts of places where people live. **Find** and **copy two** of them.

2. **Find** and **copy** the word that describes how long these places have been there.

3. ... *there are bound to have been people* ...

What does the word '**bound**' mean in this context? Write **one**.

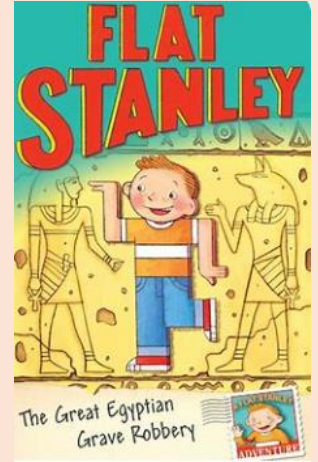
Sure    tied    jump    lived



Monday 29th April

TBAT: make inference from the text.

Read chapter 6  
together



Words you will find in the text:

Hieroglyphs - a picture representing a word, syllable or sound.

Priceless - so precious that its value cannot be determined.

Glaring - staring fiercely.

Sarcophagus - a stone coffin.



Monday 29th April

TBAT: make inference from the text.

Multiple choice questions

1. *'Sir Hawara rubbed his hands together.'*

What impression does the author give when he states this?

Sir Hawara was glad Stanley found the scrolls

Sir Hawara was cold

2. *'Back at Sir Hawara's headquarters, henchmen were everywhere.'*

What does this tell us about Sir Hawara?

He was worried he would be caught.

He was a member of the Royal family.

Monday 29th April

TBAT: make inference from the text.

Inference questions

1. How do you think Stanley felt when he exited the tomb?

2. *'That's who you've been working for?'*

How do you think Amisi felt when she found out who Stanley had been working for?

3. Read page 49. What evidence is there that Stanley was frightened?

4. What impression do you get of Sir Hawara? Is he kind or unkind?

Explain how Stanley's feelings may have changed throughout the chapter.

Monday 29th April

Q. Why was the River Nile important?

Key Vocabulary

Irrigation - when channels are dug to let water flow to crops and help them grow.

Papyrus - paper that was used in Ancient Egypt.

Channel - a length of water wider than a strait, joining two larger areas of water (seas).

Trade - the action of buying and selling goods and services.

Monday 29th April

Q. Why was the River Nile important?

3 in 3

1. Where is Egypt?

Asia Africa Europe South America

2. Who was the first ruler of Ancient Egypt?

Cleopatra Tutankhamun Menes Ramesses II

3. How long did the Ancient Egyptian civilisation last?

400 years 1,500 years 3,000 years 6,200 years

Monday 29th April

Q. Why was the River Nile important?

What do you remember about the River Nile?

Summarise in two sentences what you know about Ancient Egypt so far.

# The River Nile

The River Nile is the longest river in the world.

Where are Ancient Egypt's cities?

Do you notice anything about where they are?

Discuss in groups the reasons people might live here.

Watch the video to find out about the River Nile.

[KS2 History: Ancient Egypt. The River Nile - BBC Teach](#)



## The River Nile

Egypt is a **desert** country, which means that it is hot and dry with hardly any rain. In Ancient Egypt, the river was the only place where people could get fresh water. This was important for drinking, cooking, and growing crops.

Most people in Ancient Egypt lived along or near the river.

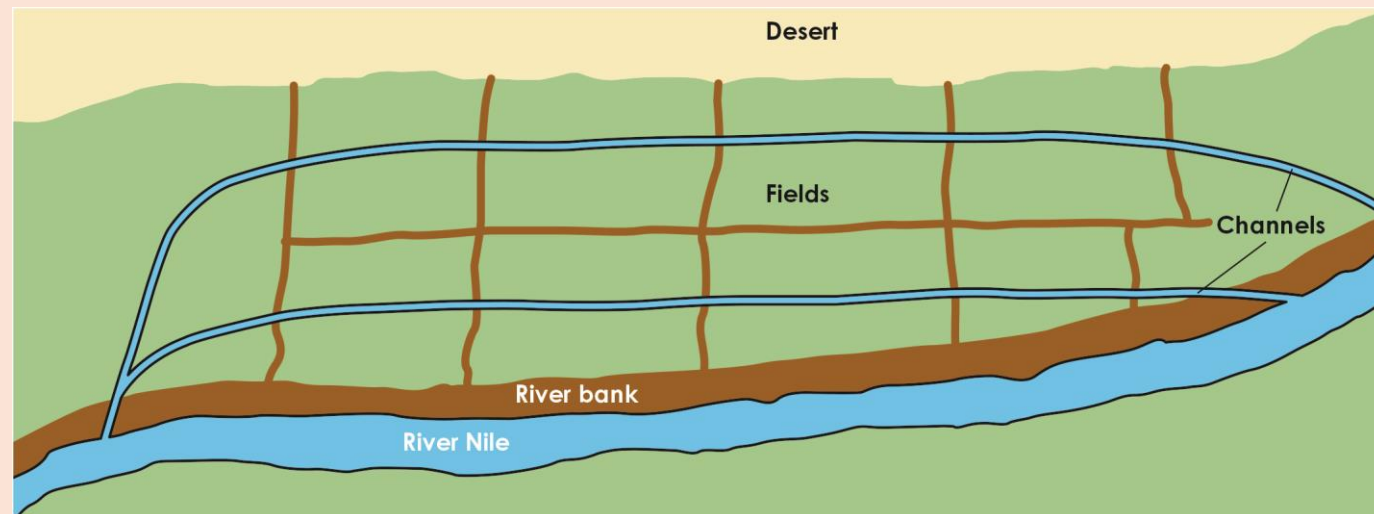




## How did the River Nile help farmers?

Every year, the Nile **flooded**. This means that the water rose so much that it overflowed and covered the nearby land.

During the Middle Kingdom, Ancient Egyptian farmers learned to use these floods to water their crops. They dug **channels** to make the water flow where they needed it. This was called **irrigation**. Irrigation helped farmers grow more crops.





## How did the River Nile help farmers?

When the floods ended, they left a thick layer of mud on the ground. This mud was excellent for planting seeds and growing crops.

Most crops were grown to feed everyone, but farmers also grew **papyrus**, which was important for making papyrus paper. You will learn more about papyrus in Lesson 5.





# Describe what the River Nile provided.

Image	What is it?	Why was it useful?
		
		





# Describe what the River Nile provided.

Image	What is it?	Why was it useful?
		
		





## Describe what the River Nile provided.

Image	What is it?	Why was it useful?
	Drinking water	It provides water to humans and animals.
	Cooking	It provides a source of water for cooking.



**Describe what the River Nile provided.**

<b>Image</b>	<b>What is it?</b>	<b>Why was it useful?</b>
	<p>Irrigation</p>	<p>It provides water for growing crops.</p>
	<p>Growing crops in water and mud</p>	<p>The crops provide a source of food.</p>



## How else was the River Nile important?

As well as using the water for farming, Ancient Egyptians also used the River Nile to travel. Because most people lived along the river, it was easy to get to places by boat.

Using boats also meant that Ancient Egyptians could **trade** with other places. Trade is when people buy and sell things with other people. Egypt traded lots of things, including papyrus. One country they traded with was Nubia, which sold gold. Trade helped Egypt gain great **wealth**.



## What was the most important thing the Nile provided?

Draw a picture of what you think the most important thing was and label it.



Explain what you have chosen and why.

Write a list of





29.04.24

TBAT: recognise how digital devices can change the way we work

Blue

What is an input?

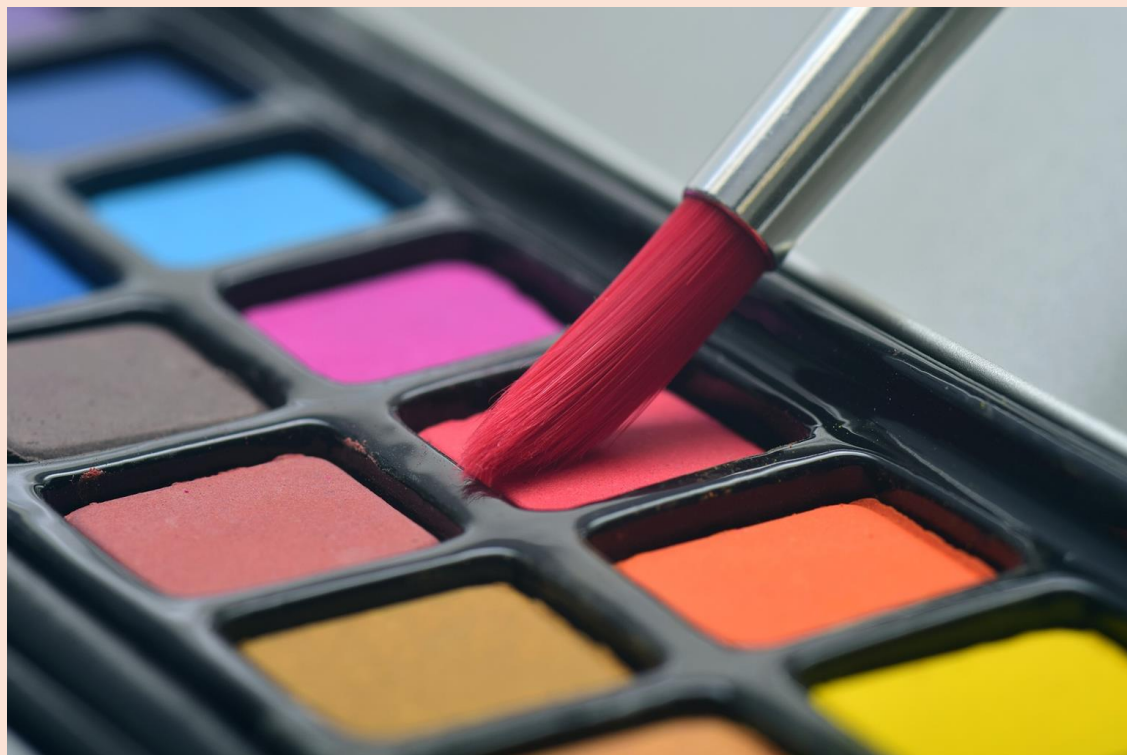
Green

What is an output?

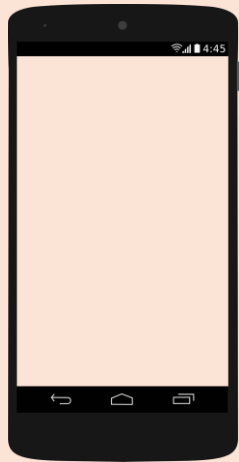
Challenge

What do we call the action that happens?

Can you think of a digital version of these two things?



# What can you use a digital device for?



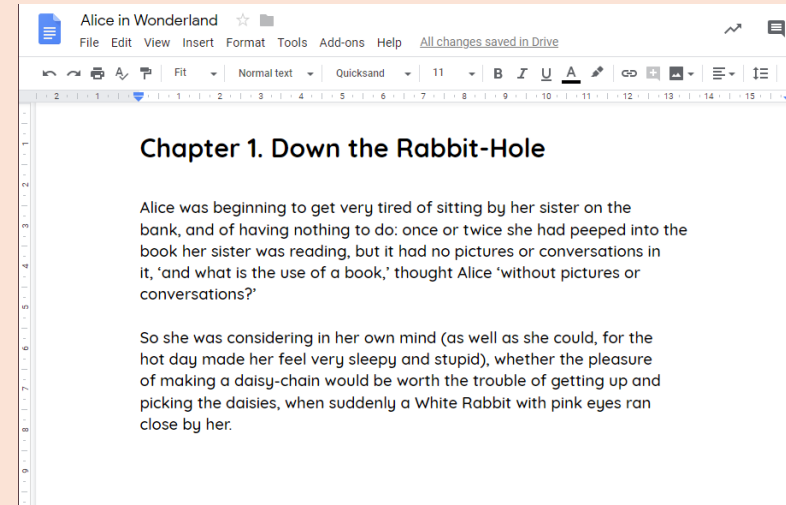
	Digital camera	Laptop computer	Games console	Smartphone
				
Take pictures				
Write a story				
Play a game				
Make a phone call				
Send a message				

# How is writing similar and different on a digital device?

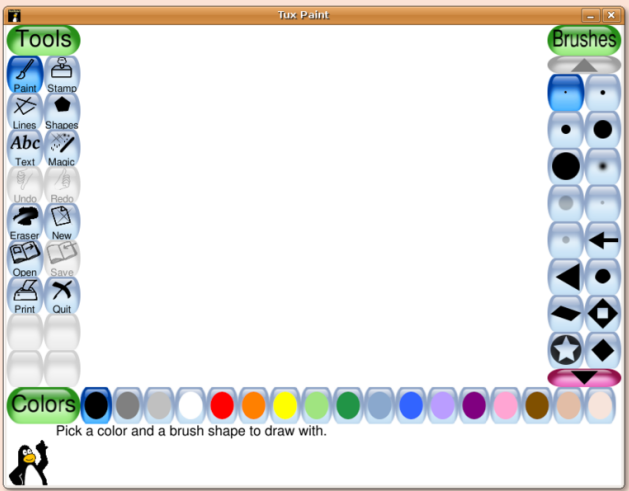
I use a \_\_\_\_\_ to \_\_\_\_\_ so that I can \_\_\_\_\_.

This is different to \_\_\_\_\_ because I can \_\_\_\_\_.

Are there times when it's better to use a non-digital tool rather than a digital device?



# Painting or digital painting?



# Questions

- How did you feel about doing these activities?
- Which method would you prefer?
- How did you fix mistakes in digital painting?
- What input devices could you use?
- Do you think all artists would use a computer if they had access to one?
- Do you need to be good at using a computer in order to produce good art?

Lundi 29 Avril

TBAT: apply knowledge of 10 different ice cream flavours

Marker Tools

# Les glaces



LANGUAGE

1 of 32 < PREV NEXT >

The image shows a digital slide from a presentation. At the top, the text 'Les glaces' is written in large, yellow, rounded letters on a dark blue background. To the right of the text is a small grey speaker icon. Below the text is a colorful illustration of an ice cream vendor with a mustache, wearing a white apron and a white cap, holding a pink ice cream cone. He is standing next to a blue and white ice cream cart on a bicycle. Two children, a girl with pigtails in a pink dress and a boy in a blue shirt and patterned pants, are standing in front of the cart, also holding ice cream. The cart is filled with various ice cream cones and cups. The entire scene is set against a dark blue background with a yellow patch on the ground. At the bottom of the slide, there is a navigation bar with icons for home, play, refresh, and search, and text indicating '1 of 32' and 'PREV' and 'NEXT' buttons.

[Home](#)

[languageangels.com](http://languageangels.com)

Unit – Ice Creams



# Lundi 29 Avril

## TBAT: apply knowledge of 10 different ice cream flavours

Nom: \_\_\_\_\_

**Instructions:** Cécile and her brother are going to buy an ice-cream. Colour in each cone and write which flavour you think they would like. Start each line with "**Je voudrais...**(I would like...). Use the word bank to help you with the spelling of the flavours.



**WORD  
BANK**

une glace à la vanille    une glace à la fraise    une glace à la banane  
une glace à la fraise    une glace à la pistache    une glace au chocolat  
une glace au citron    une glace au caramel  
une glace au cassis    une glace au café

## TBAT: track a ball that is not sent directly to me.

This half term in P.E will be Cricket and Balls Skills

- Changing for PE
- Rules and expectations moving to PE
- Move to the downstairs hall or outside

[Get Set 4 PE - KS2 OAA \(getset4education.co.uk\)](http://getset4education.co.uk)



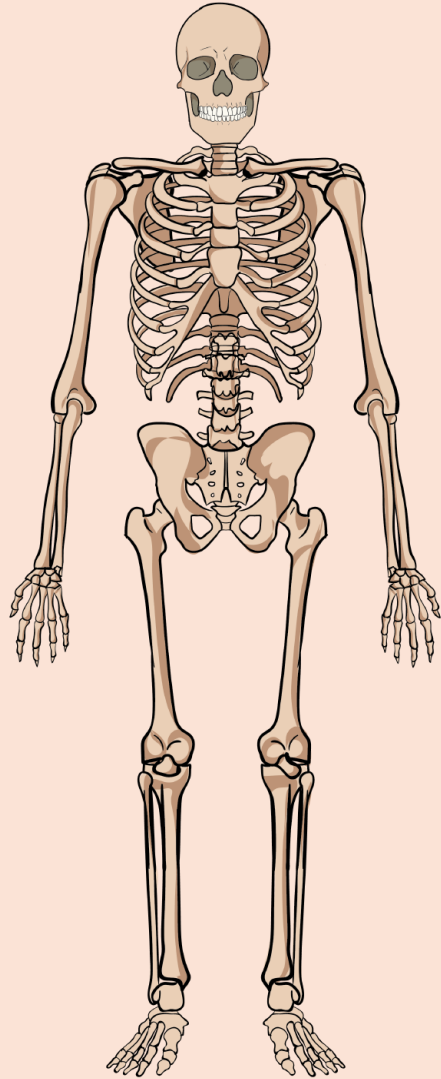
29.04.24

Q) What do our muscles do?

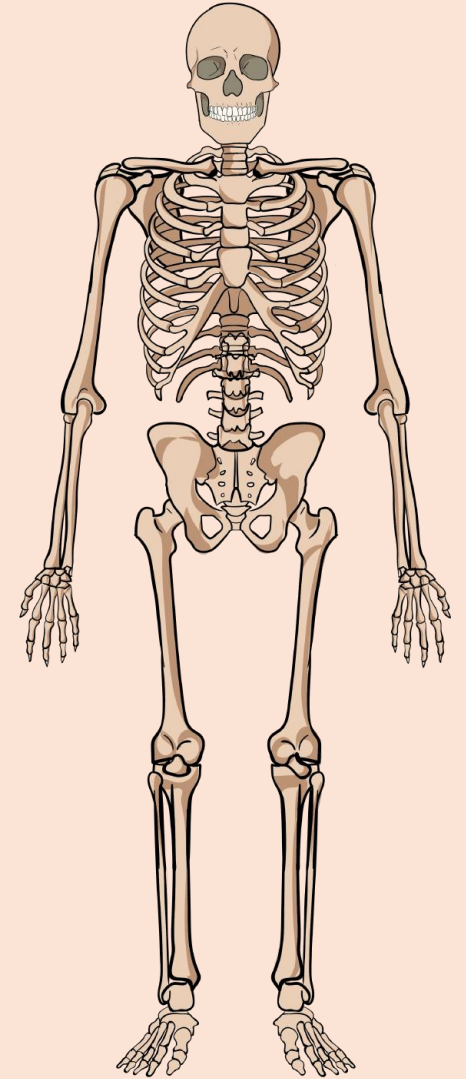
3 in 3

1. Do people with the longest leg jump furthest?
2. How would we find out if people with longer arms throw further?
3. Why are our bones important

# Bone Recap...



Who can name some of the  
different **bones** we have?

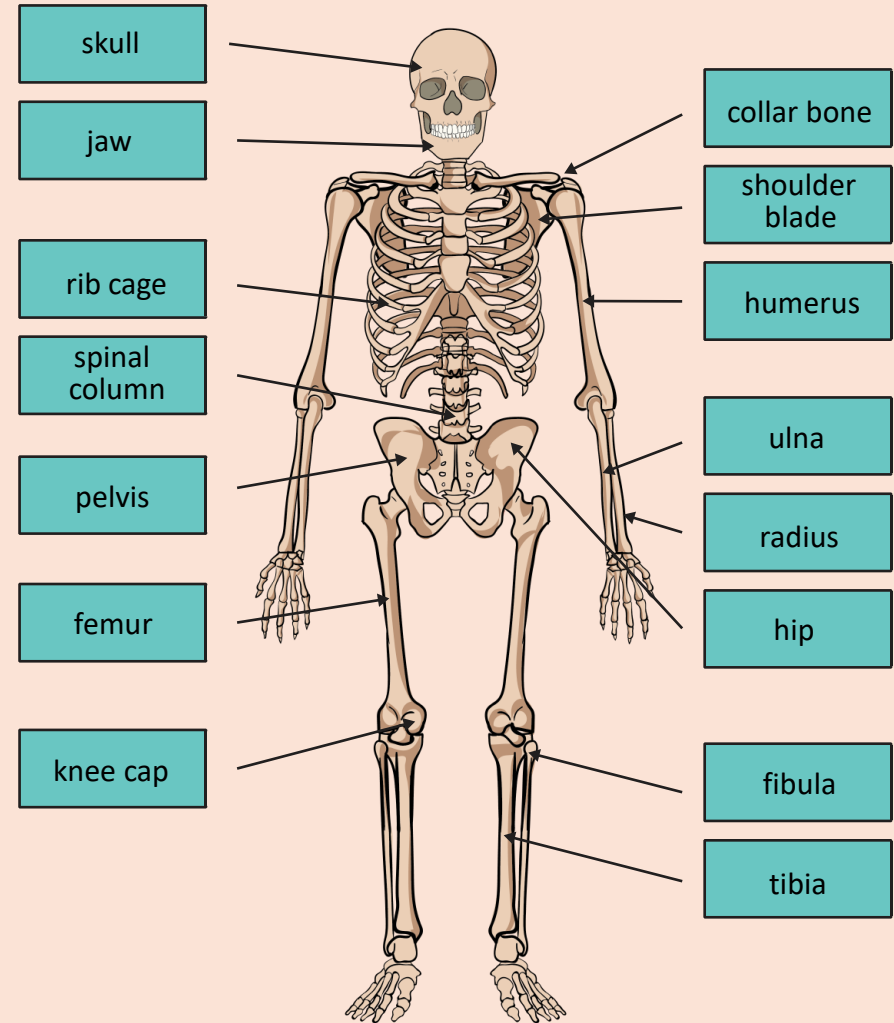


# Bone

S



How many **bones** did you remember?



# Muscle

S

Muscles have **different jobs**.

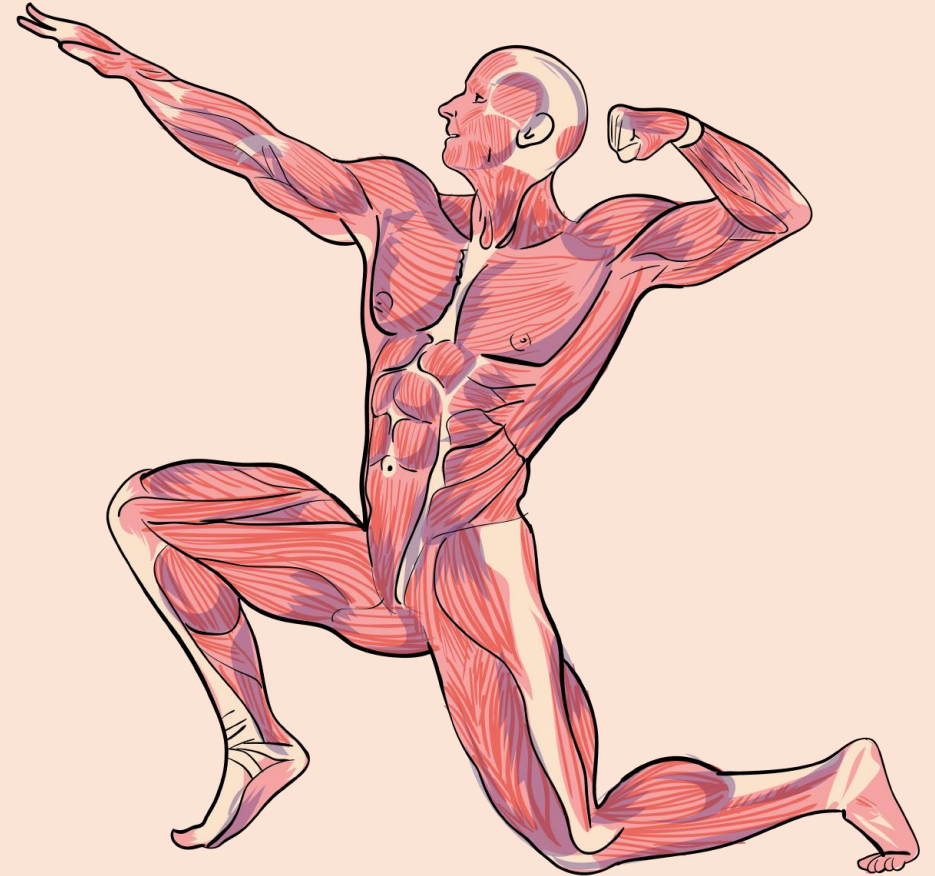
Muscles help pump **blood** around our bodies.

Muscles help you **lift things**.

Muscles work with our bones to **help us move**.

**Did you know?**

We have over 600 muscles  
in our bodies!



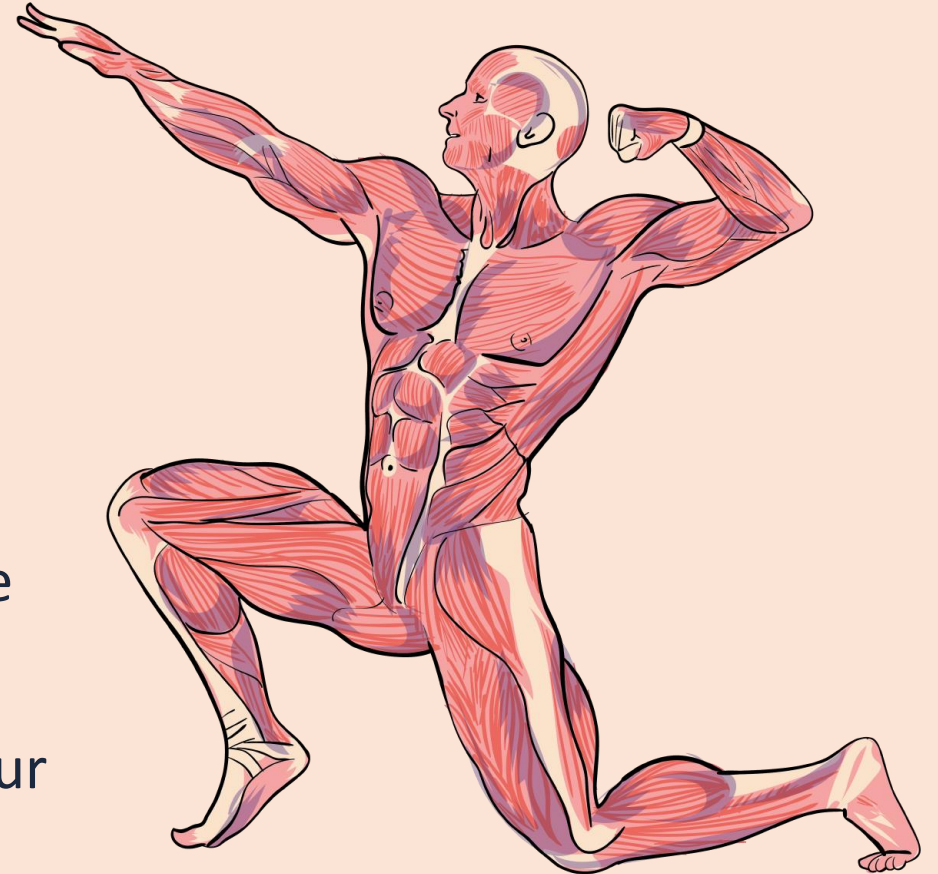
# Muscle

S

We have two types of muscle.

**Voluntary muscles** – these are muscles that we control. We move these muscles when we want to like the muscles in our arms and legs.

**Involuntary muscles** – these are muscles that move without us controlling them. Our brain tells these muscles what to do like our heart, the muscles in our eyelids and the muscles in our digestive system.



# Muscle

S

5

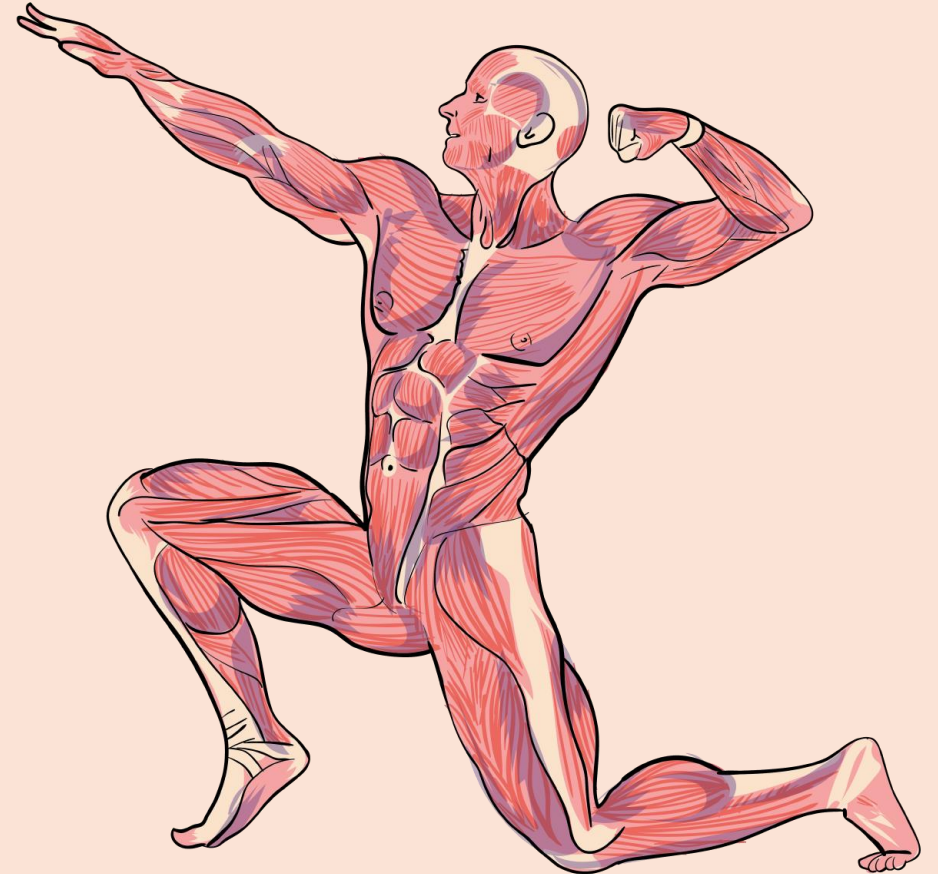
**Skeletons** help support our bodies; without them, we would be **floppy!**

**Muscles** are attached to our bones and help us move.

When we **contract** and **relax** our muscles they move **our skeleton.**

**Watch this short film to find out more about our muscles and our skeleton...**

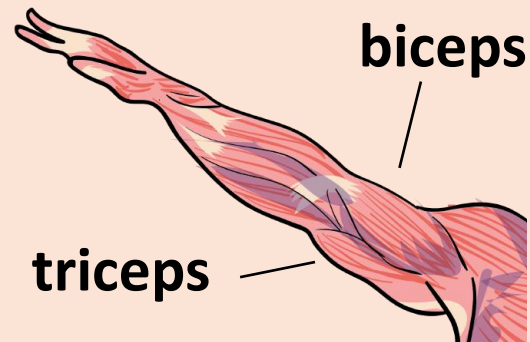
[www.bbc.co.uk/education/clips/zy6chv4](http://www.bbc.co.uk/education/clips/zy6chv4)





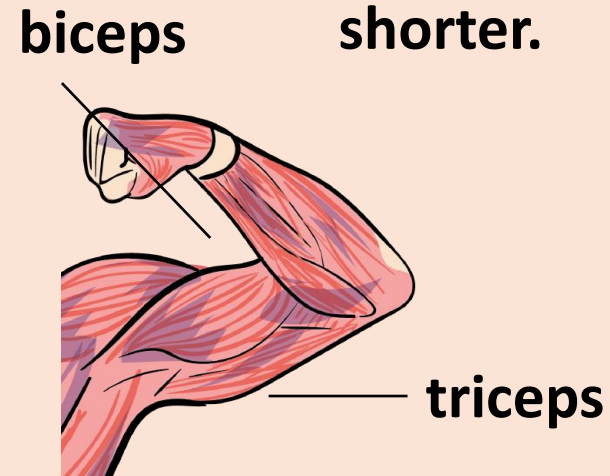
# Muscles

When we **stretch** our muscles, they become **longer** and **thinner**.



To **straighten** our arm, our **biceps relax** and our **triceps contract**. This straightens our arm.

When we **contract** our muscles, they become **shorter**.



To **bend** our arm, our **biceps contract** and our **triceps relax**. This allows us to bend our arm at the elbow joint.

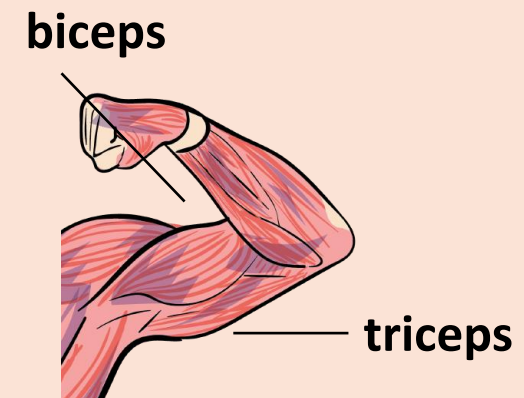
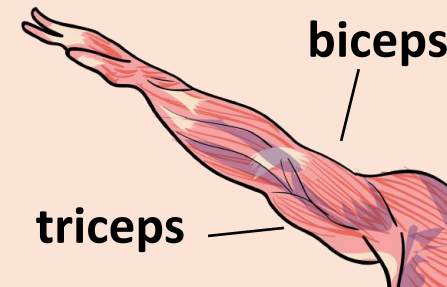
# Independent Activity

You are now going to try making your own model of the arm muscles.

You will need:

- two strips of cardboard or card
- elastic bands
- a split pin
- scissors
- stapler

Follow the instructions on the instruction card.

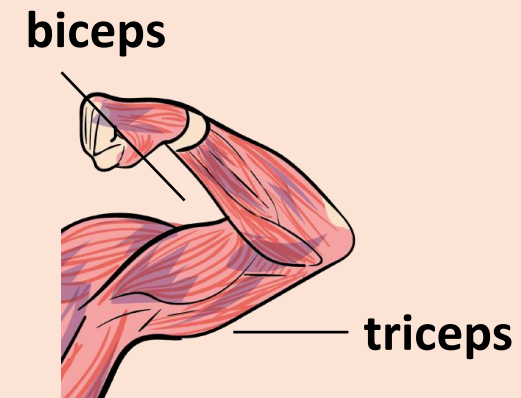
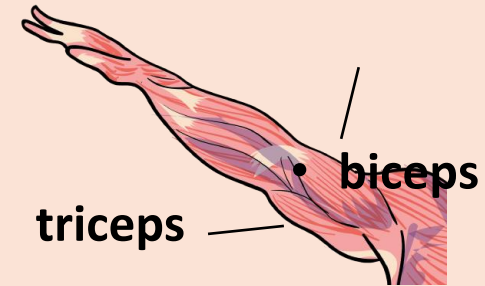


# Independent Activity

- You are now going to try making your own model of the arm muscles.



Can you draw a diagram to explain how our triceps and biceps contract and relax?



# What did we find out?

Think about these questions and **discuss** them with your **partner** before **feeding** your ideas back to the class.

1. What did you most enjoy about this lesson?
2. Tell me one thing you have learnt.
3. Did you find anything difficult?

