

# Tuesday 21st January

## Morning Challenge

1. One table can seat 9 people. How many tables will be needed for 45 people?	
2. What is missing from this calculation? $500,000 + \underline{\hspace{2cm}} + 93 = 505,093$	
3. Miss Smith has 5 litres of juice. She uses 2.9 litres. How much juice is left?	
4. In a race, Jack runs $\frac{1}{5}$ and Ellie runs $\frac{2}{5}$ . How much is left to run?	
5. Write $\frac{23}{5}$ as a mixed number.	
6. One box of cereal costs £3.10. If you buy one, you get one half price. How much does 2 boxes cost?	
7. What is the remainder when you divide 30 by 4?	
8. Two bananas weigh the same as three oranges. If one banana weighs 60g, how much does one orange weigh?	
9. What is the value of the 7 in 9,074,318?	
10. One inch is 2.5cm. How many inches is 25cm?	

# Tuesday 21st January

## Spelling Booster

1. Sam is \_\_\_\_\_ to play football.
2. Use a ruler to draw a \_\_\_\_\_ line.
3. Being dizzy is a strange \_\_\_\_\_.
4. Lauren was \_\_\_\_\_ before her first swimming lesson.
5. The bird found a \_\_\_\_\_ of bread.
6. It is \_\_\_\_\_ that it will rain tomorrow.
7. An \_\_\_\_\_ author visited our school.
8. Sap is a sticky \_\_\_\_\_ that comes from trees.
9. John is having an \_\_\_\_\_ on his foot.
10. Aamid faced his \_\_\_\_\_ challenge on the zip wire.

**Spelling 1:** The word is **likely**.

Sam is **likely** to play football at playtime.

The word is **likely**.

**Spelling 2:** The word is **straight**.

Use a ruler to draw a **straight** line.

The word is **straight**.

**Spelling 3:** The word is **sensation**.

Being dizzy is a strange **sensation**.

The word is **sensation**.

**Spelling 4:** The word is **nervous**.

Lauren was **nervous** before her first swimming lesson.

The word is **nervous**.

**Spelling 5:** The word is **crumb**.

The bird found a **crumb** of bread.

The word is **crumb**.

**Spelling 6:** The word is **probable**.

It is **probable** that it will rain tomorrow.

The word is **probable**.

**Spelling 7:** The word is **inspiring**.

An **inspiring** author visited our school.

The word is **inspiring**.

**Spelling 8:** The word is **substance**.

Sap is a sticky **substance** that comes from trees.

The word is **substance**.

**Spelling 9:** The word is **operation**.

John is having an **operation** on his foot.

The word is **operation**.

**Spelling 10:** The word is **toughest**.

Aamid faced his **toughest** challenge on the zip wire.

The word is **toughest**.

# Times Tables

3. Washing machine

Price: £476

Number sold: 54



$$\begin{array}{r} \text{£} \quad 4 \quad 7 \quad 6 \\ \times \quad \quad 5 \quad 4 \\ \hline \\ \hline \\ \hline \end{array}$$

4. Tablet computer

Price: £743

Number sold: 39



$$\begin{array}{r} \text{£} \quad 7 \quad 4 \quad 3 \\ \times \quad \quad 3 \quad 9 \\ \hline \\ \hline \\ \hline \end{array}$$

21.01.25

TBAT: calculate missing angles in 2D shapes.

3 in 3

[Daily 10 - Mental Maths  
Challenge - Topmarks](#)

1.  $£13.45 \times 8 =$

2.  $3456 \times 17 =$

3. Describe the properties of this shape.

**I am a 2D shape.**

**I have two obtuse angles and two acute angles.**

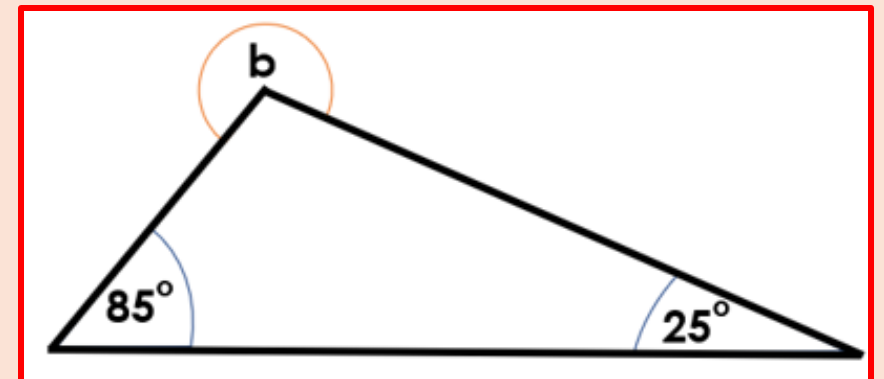
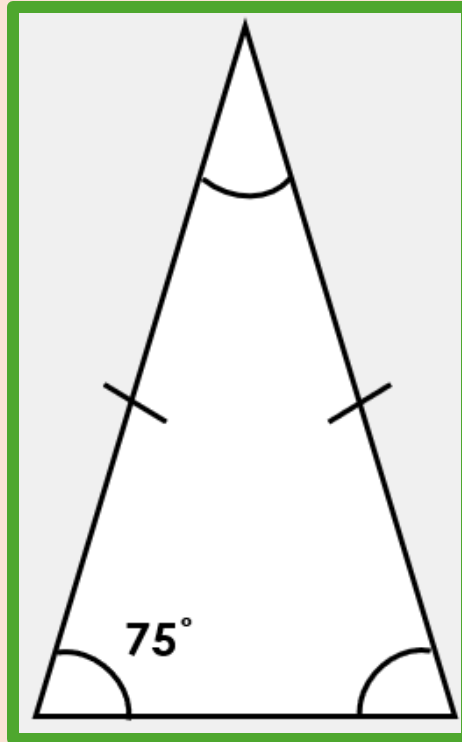
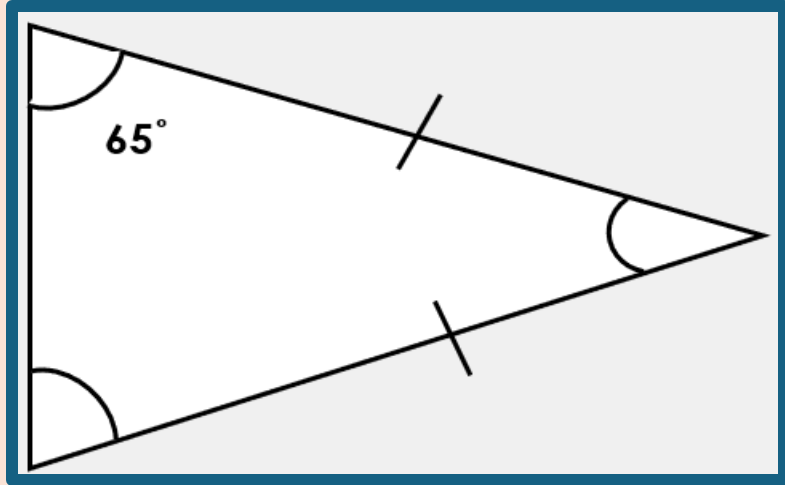
**I have two pairs of parallel lines.**

**What shape am I?**



21.01.25

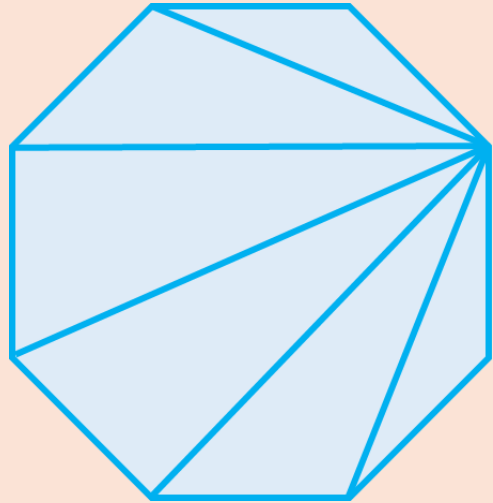
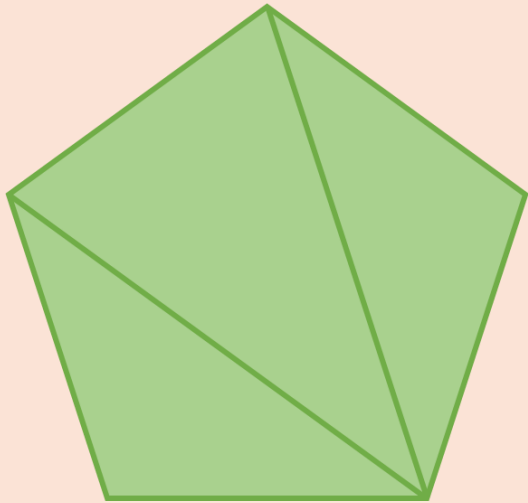
TBAT: calculate missing angles in 2D shapes.



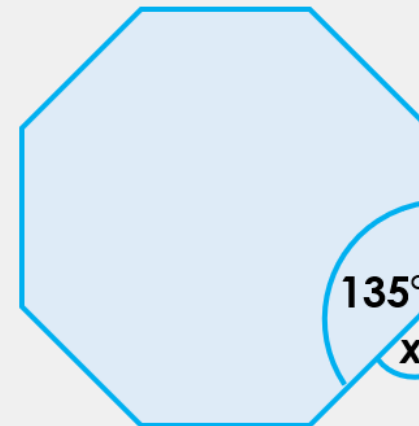
# 21.01.25

## TBAT: calculate missing angles in 2D shapes.

Think about the sum of the angles in each triangle. Use this to help you work out the sum of the interior angles in the shapes.



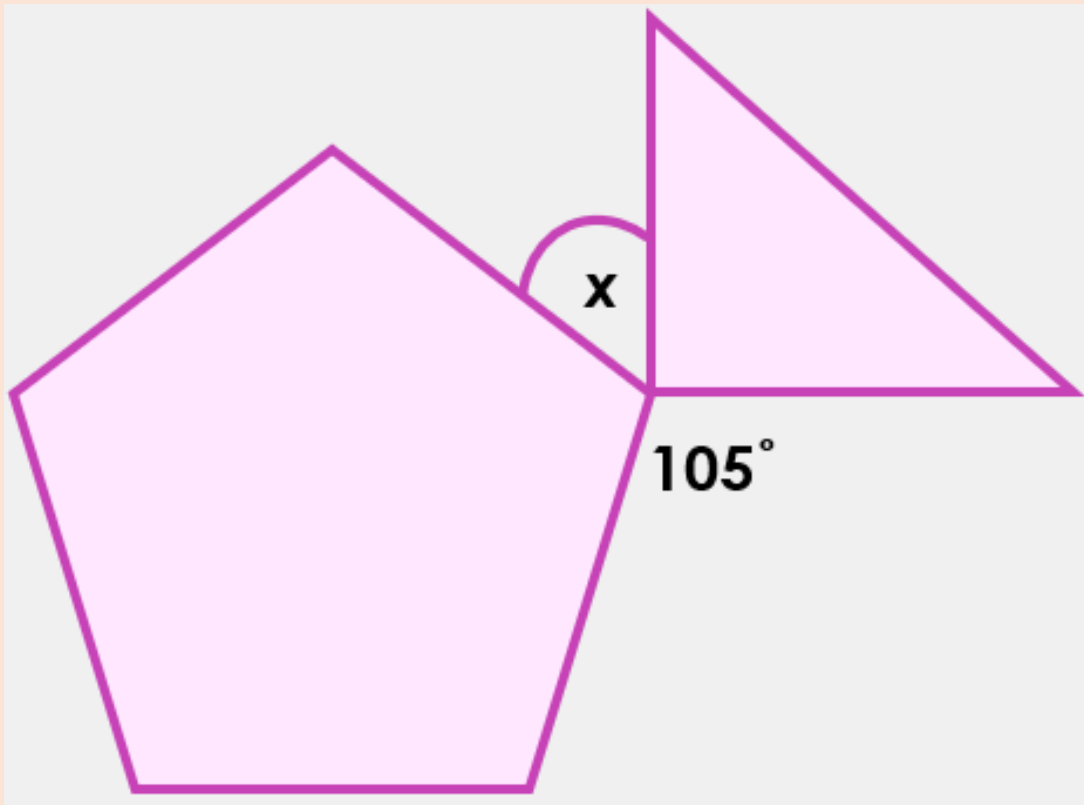
Think about the sum of angles on a straight line. Use this to help you to work out the exterior angles in this octagon (x).



# 21.01.25

## TBAT: calculate missing angles in 2D shapes.

Use your understanding of interior angles of a polygon and angles at a point to help you calculate the size of angle x.



To find the sum of the interior angles of any polygon, you multiply the number of sides by  $90^\circ$ .



Jamie

I think this is true because I know the sum of the angles in a quadrilateral is  $360^\circ$ , and  $90^\circ \times 4 = 360^\circ$ .

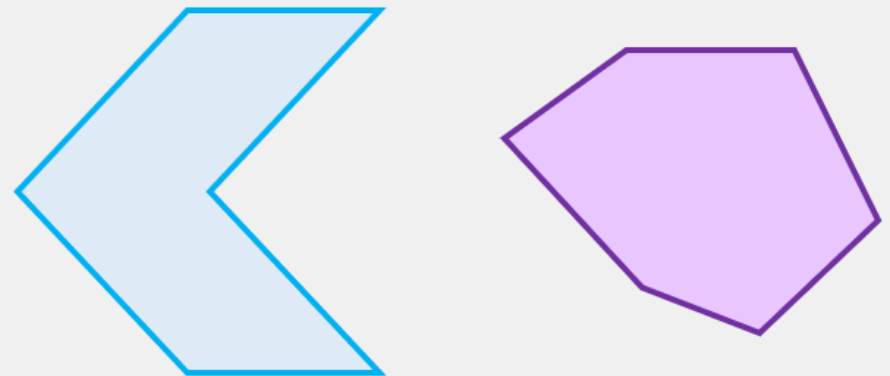
21.01.25

TBAT: calculate missing angles in 2D shapes.

**The sum of the angles in a polygon is  $360^\circ$ . What is the name of the polygon?**

**The sum of the angles in a regular polygon is  $540^\circ$ .  
What is the name of the polygon?**

The sum of the interior angles of any hexagon will always equal  $720^\circ$ .



**Convince me that this is true.**



# 21.01.25

## TBAT: calculate missing angles in 2D shapes.

### Challenge

Is this statement always, sometimes or never true? Explain your answer and give examples to prove your thinking.

To find the sum of the interior angles of any polygon, multiply the number of sides by  $180^\circ$ .

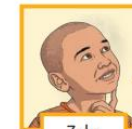
### Mastery Challenge

2) Jia and Zeke are predicting the sum of the interior angles of this dodecagon (a 12-sided shape). Who is correct? Prove it!



Jia

I think that the sum of the interior angles of a regular dodecagon is  $1800^\circ$  because the shape would be split into 10 triangles.

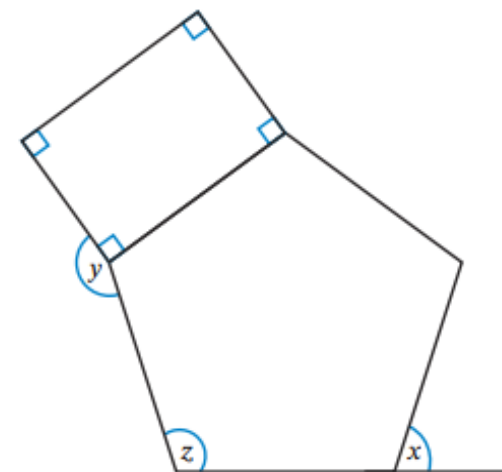


Zeke

I disagree with Emily. I think that a dodecagon would be split into 8 triangles so the sum of the interior angles would be  $1440^\circ$ .

### Mastery with Greater Depth

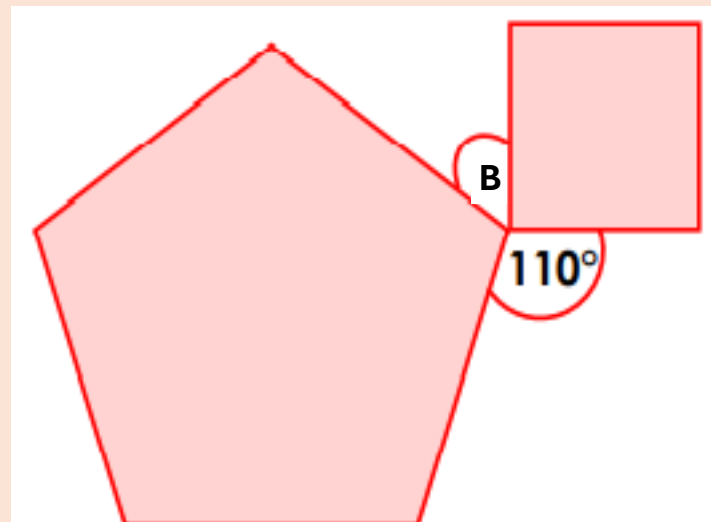
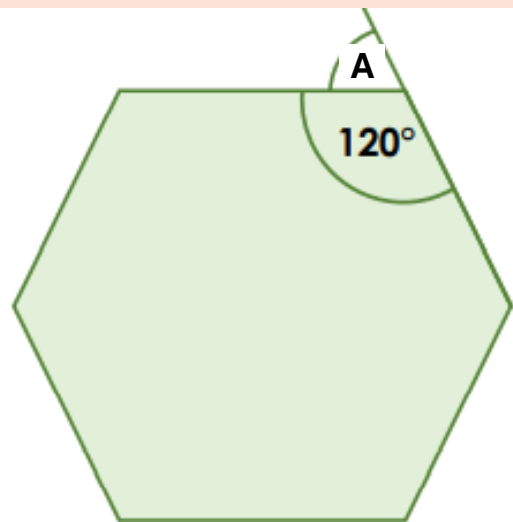
1) This shape has been made from joining together a regular pentagon and a rectangle. Calculate angles  $x$ ,  $y$  and  $z$ .



$y =$  \_\_\_\_\_

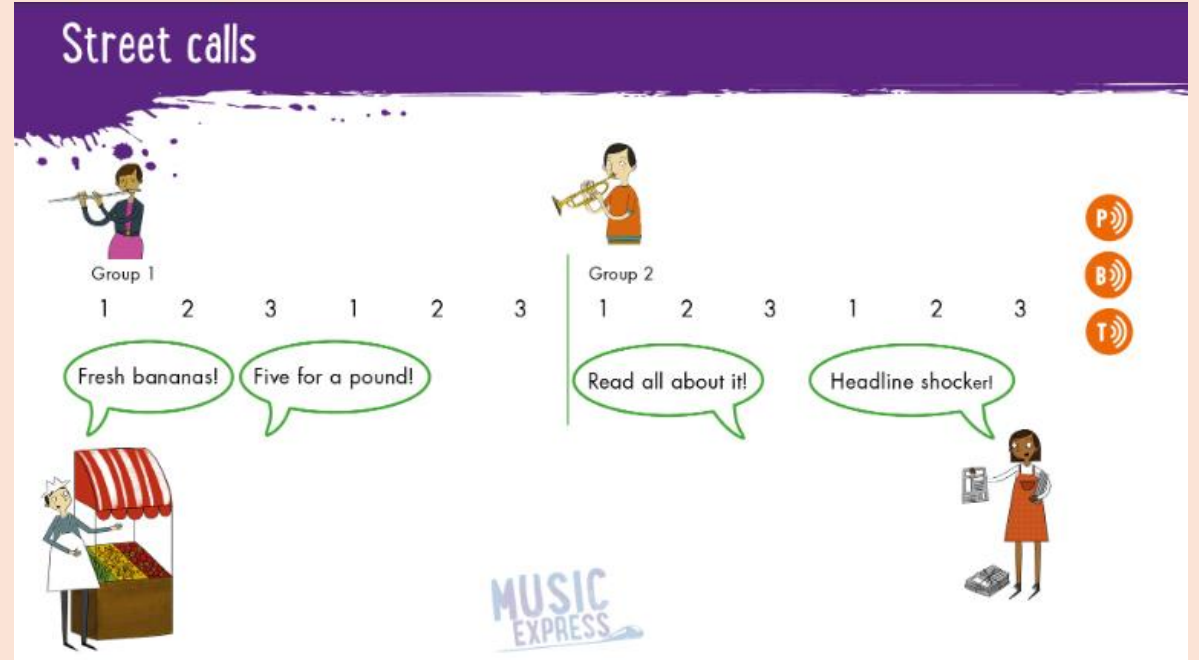
$z =$  \_\_\_\_\_

$x =$  \_\_\_\_\_



Tuesday 21st January

TBAT: improvise parts of a song.



## Challenge

Can you think of a new street call that could be used during the song?

# Tuesday 21st January

## TBAT: use hyperbole for emphasis.

3 in 3

1. Which **two** sentences use punctuation to show **parenthesis**?

Tick **two**

Last night, we went to the theatre.

1

Although we were late, we managed to get a seat, some popcorn and a drink.

2

Our seats, in the middle of the row, gave us a perfect view.

3

All of us – including my mum – enjoyed it very much.

4

2. Underline the **subject** of the sentence below.

The ballroom dancer spun elegantly around the dance floor.

3. Which sentence is the **most formal**?

Tick **one**

It was obvious he couldn't do it.

1

I suggested that he be excused from the lesson.

2

She was really desperate to get cracking with the task.

3

It's impossible to tell whether it's raining or not.

4

***CHALLENGE: Add a relative clause to the sentence in question 2.***

Tuesday 21st January

TBAT: use hyperbole for emphasis.

What examples of figurative language has been used?

**Olive, who was a sensible girl, was as gentle as a dove.**

**Because of food rationing, Cliff was a stick.**

Tuesday 21st January

TBAT: use hyperbole for emphasis.

Write the meaning of the highlighted word.

Watching, I began to feel uncomfortable instead of proud. The Pathé news voice – jolly and **brisk** – **jarred** with what I was seeing. These people weren't hungry but scared.

Tuesday 21st January

TBAT: use hyperbole for emphasis.

Hyperbole is used to exaggerate, intensify and emphasise different points in your writing  
- it is not meant to be taken literally!

[What is hyperbole? - BBC Bitesize](#)

The girls reading Cliff's Beano jumped out of their skins.

After the bomb hit, the ringing in my ears was deafening.

**How many examples of hyperbole can you think of?**

Tuesday 21st January

TBAT: use hyperbole for emphasis.



# Vocabulary: Multiple choice

Use the sentence to identify the meaning of the underlined word.  
Explain your answer.

The sailor did not let the abnormally strong wind hinder him on his journey.

- stop
- boat
- upset



# Adverbs

Adverbs are words that describe verbs, adjectives and other adverbs.

Adverbs have many different functions. They can tell us:

How things are done e.g. dangerously

Where and when something happened e.g. outside

How many times something happened e.g. again

To what degree something was done e.g. extremely

# Adverbs

**I called to my little sister.**

If you add an adverb, it can give you more information about the **action** in the sentence, for example:

**I called furiously to my little sister.**



This sentence tells us more about the feelings of the person involved.

# Adverbs

**I called to my little sister.**

An adverb can also describe an adjective or adverb.

**I called to my very little sister.**



This sentence gives us more information about how 'little' the sister is.

# Most adverbs end in -ly

To change an adjective into an adverb we can usually add the suffix '-ly'.

quick



quickly



slow



slowly



**Be careful** – not all words ending in '-ly' are adverbs  
e.g. lovely, ugly etc.

# Adverbs that tell you **how**

Adverbs can tell us how things are done.

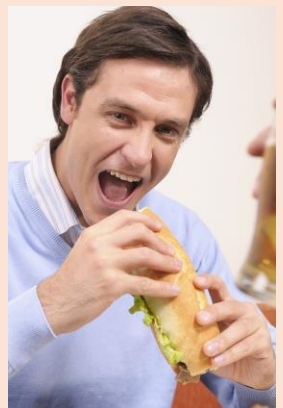
The boy was cycling dangerously.



adverb describing **how**  
the boy was cycling

I ate greedily.

adverb describing **how** I was eating



# Adverbs that tell you **where** or **when**

Adverbs can tell us where or when something happened.

# Adverbs that tell you **where** or **when**



He left his boots outside.

adverb describing **where** the boots are

The queen will arrive soon.



adverb describing **when** the queen will arrive

# Adverbs that tell you the **frequency**

Adverbs can tell us the frequency of an event. That means how many times something happened.



# Adverbs that tell you the **frequency**

I have already told you once.

**adverb** describing **how many times** someone was told

He threw the ball again.

**adverb** describing **how many times** he threw the ball



# Adverbs that tell you the **degree**

Adverbs can tell us to what degree something was done.  
That means how much.

# Adverbs that tell you the **degree**

Mum was very annoyed with Pat.

adverb describing **the degree** of annoyance



The dog was extremely dirty.

adverb describing **the degree** of dirt on the dog

# Your turn

Quick-fire GPS recall

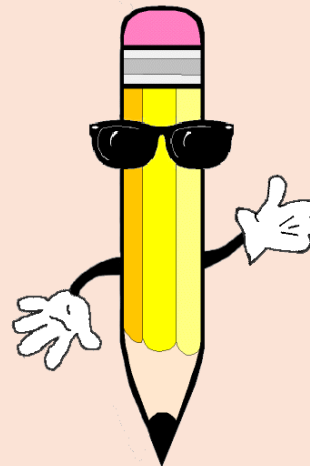
## Grammar

**Adverbs:** \_\_\_\_\_

**Spot the adverbs:**

Later, he decided to read quietly.

Look at the recall card.  
Can you create your own  
definition of an adverb?



# Check your answer

Quick-fire GPS recall

## Grammar

Adverbs describe **how, when** or **where** something happened

They describe words **other than nouns**.

**Spot the adverbs:**

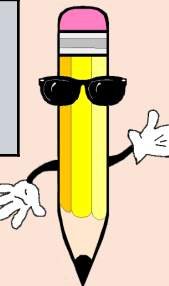
**Later**, he decided to read **quietly**.



# Your turn

Using the word bank below, write five sentences which include an adverb.

How?	When?	Where?	How often? (how many times)	How much? (degree)
angrily	again	above	frequently	probably
gently	before	inside	often	very
quickly	soon	upstairs	sometimes	almost



# Adverbials

Adverbials are words or phrases that are used to add detail or further information to a verb. Adverbials are used to explain how, where or when something happened.

She danced at the party until midnight.

verb

adverbial  
phrase

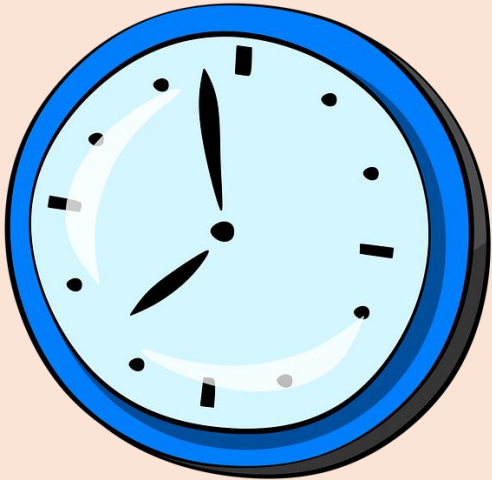


# Adverbials

He stood and waited under the  
clock.

verb  
s

adverbial phrase





# Your turn

Use the word bank below to write your own sentences, including an **adverbial phrase**.

## Fronted adverbials

yesterday evening

without looking

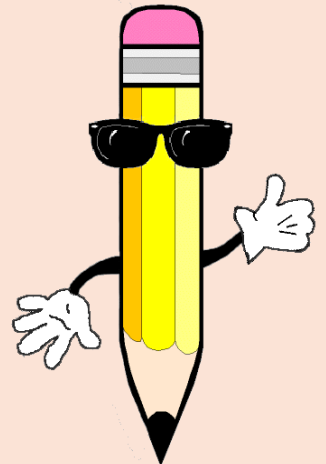
around the corner

under the ground

at first

in the field

from the castle



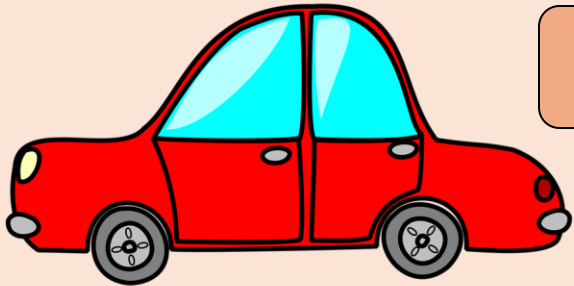
# Fronted adverbials

**Fronted adverbials** are adverbials and adverbs which have been placed at the beginning of the sentence before the verb.

# Fronted adverbials

Susie ran quickly to her car.

In this sentence, the adverb follows the verb. However, we can place the adverb at the beginning of the sentence.



Quickly, Susie ran to her car.

**Remember – fronted adverbials are always followed by a comma.**

# Fronted adverbials

She danced at the party until midnight.

We can also move an adverbial phrase to the beginning of the sentence to create a **fronted adverbial**.

Until midnight, she danced at the party.

**Remember – fronted adverbials are always followed by a comma.**



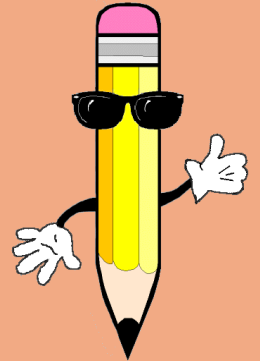
# Your turn

Underline the adverbials in the sentences below.

1. Sam saw her friend at the train station.

2. I went to the shops yesterday.

3. I had a great time despite the bad weather.



# Check your answers

Underline the adverbials in the sentences below.

1. Sam saw her friend at the train station.

2. I went to the shops yesterday.

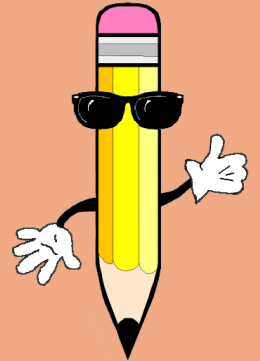
3. I had a great time despite the bad weather.



# Your turn

Rewrite these sentences, using the adverbial as a fronted adverbial.

1. Sam saw her friend at the train station.
2. I went to the shops yesterday.
3. I had a great time despite the bad weather.



# Check your answers

Rewrite these sentences, using the adverbial as a fronted adverbial.

1. At the train station, Sam saw her friend.
2. Yesterday, I went to the shops.
3. Despite the bad weather, I had a great time.



**Remember – fronted adverbials are always followed by a comma.**



# Recap

**Adverbs** and **adverbials** give us more information about a verb. They are words and phrases which modify the verb to tell you how, when, where or why something is being done.

You can use an adverb to start a sentence to create a **fronted adverbial**. This makes your writing more cohesive and engaging for the reader. Don't forget to use a **comma** after your fronted adverbial.

**Remember – not all adverbs end in -ly**

Tuesday 21st January

KQ: What was trench warfare?

Knowledge Quiz

1. How many soldiers did the British army have in 1914?

**70,000**

**700,000**

**800,000**

**7 million**

2. What was introduced to force men to enlist in the army?

**conscription**

**propaganda**

**volunteering**

3. What did the government produce to influence men's thoughts about joining the war?

**conscription**

**propaganda**

**volunteering**

4. Where did most British troops and British Empire troops fight during the war?

**Africa**

**Asia**

**Europe**

**Middle East**

5. Which medal are people still petitioning for Walter Tull to receive?

**British War Medal**

**Victory Medal**

**Military Cross**

Tuesday 21st January

KQ: What was trench warfare?

Key Vocabulary

**Allies** - a state formally cooperating with another for a military.

**artillery** - large-calibre guns used in warfare on land

**front** - stretch of land where warring countries confront each other and engage in battle.

**No Man's Land** - disputed ground between the front lines or trenches of two opposing armies

**trench warfare** - a type of fighting where both sides dig deep, long, narrow ditches into the ground. Soldiers both live and fight in them.

**Western Front** - the zone of fighting in western Europe in the First World War, in which the German army engaged the armies to its west, i.e. France, the UK (and its dominions), and, from 1917, the US.



Tuesday 21st January

KQ: What was trench warfare?

Who do you think these people are?



Where do you think they are?





Tuesday 21st January

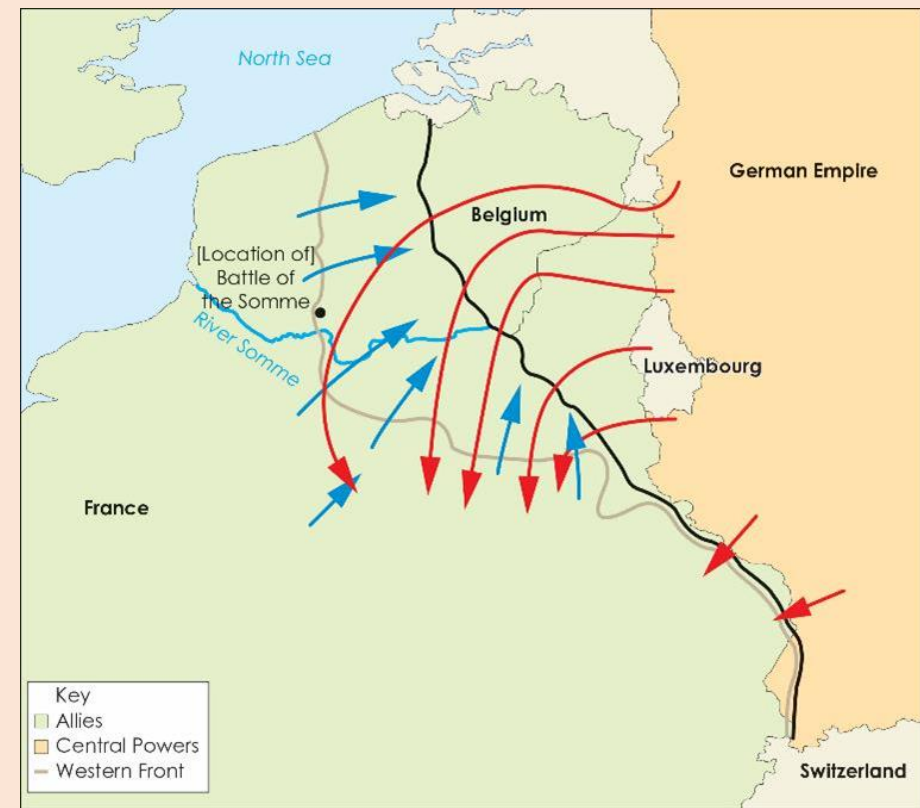
KQ: What was trench warfare?

What was the Western Front?

A stretch of land called 'the Western Front' became the main focus of British and British Empire forces. The German army invaded Belgium on 4 August 1914, and it looked as though they were going to quickly defeat first Belgium then France.

However, the British and the far larger French forces stopped the German advance in north-east France. Both sides were forced to dig trenches to defend their positions.

By the end of 1914, the Western Front stretched over 400 miles across France and Belgium. Trenches ran from the North Sea to Switzerland.



**3 in 3**

- 1. What was the Western Front?**
- 2. How did both armies protect their positions?**
- 3. How long was the Western Front?**

Tuesday 21st January

KQ: What was trench warfare?

What was a trench system?

The trench system was used by both the **Allies** (Britain, France, Russia, and, from 1915, Italy) and the Central Powers (Germany, Austria–Hungary, and Turkey). It was not just one trench but a whole network of trenches where soldiers fought and lived. Largely, the trench system hid the soldiers and made it difficult for the enemy to find a clear target with its weapons.

These weapons included **artillery**, machine guns, and poison gas. A mortar could fire 20 bombs per minute and had a range of 1,100 metres. Mines, tanks, and aircraft were also used.

Trenches were also used to launch attacks, when large numbers of soldiers would go ‘over the top’ and try to capture the enemy’s trenches. This is called ‘**trench warfare**’.



Tuesday 21st January

KQ: What was trench warfare?

**Match the key word to its definition.**

Trench

An over 400-mile-long trench system from North Sea to Switzerland.

Western Front

Artillery, machine guns, field guns, mortars, tanks, mines, and poisonous gases.

Weapons

A ditch that hid soldiers from their enemies.



# Tuesday 21st January

## KQ: What was trench warfare?

Partner discussion -

How well do you think a trench would protect soldiers from enemy attack?

Use the last activity to support your answer.





Tuesday 21st January

KQ: What was trench warfare?

What was the trench like?

Trenches were long and narrow, and just deep enough to allow soldiers to stand in them without being seen. They were guarded by barbed wire across the top. Sandbags were filled with mud and stacked on top of one another to line the walls and protect the soldiers. There were observation points to spy on the enemy.

In summer, the trenches were hot and smelly. In winter, they were cold, muddy, and waterlogged.



This meant medical problems like trench foot (damage to the feet caused by the cold and water), which caused serious discomfort and infection.

At the bottom of the trenches were duckboards. These were wooden boards with planks of wood spaced apart. These helped to drain water away, but men had to be careful not to slip or trip. There were also rats that gnawed through food and spread disease.



Tuesday 21st January

KQ: What was trench warfare?

What was the trench like?

A dugout was a hole in the side of the trench. They were used for planning attacks and were places for the men to rest or sleep. As the war went on, dugouts became larger.

**No Man's Land** was a stretch of territory between the trenches that was not controlled by either side.



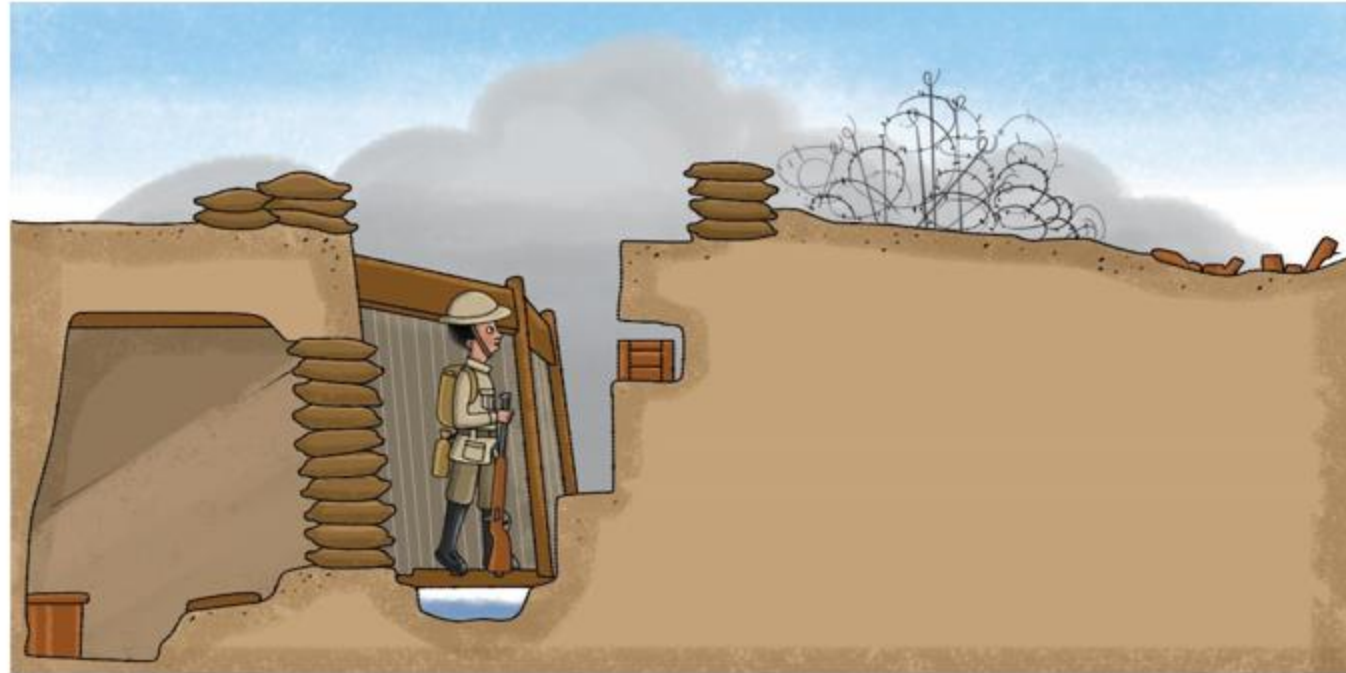
What was the trench like?

Write 5 main bullet points from what we have read.

Tuesday 21st January

KQ: What was trench warfare?

Label the diagram of a trench with words below.



No Man's Land

dugout

barbed wire

frontline trench

sandbags

duckboards



## What was No Man's Land?

No Man's Land continued all across the Western Front, though the distance between the trenches varied. At Zonnebeke, British and German soldiers were only about 6.5 metres apart! No Man's Land was covered with barbed wire, water-filled shell holes, bodies, and military equipment that had broken or been abandoned.



## What was No Man's Land?

When soldiers crossed No Man's Land, they relied on soldiers left in the trenches to protect them by attacking the enemy. Sometimes the barbed wire was not cut properly, and soldiers struggled to get through. This made them an easy target for snipers. Yet most of the wounds that soldiers suffered were caused by exploding bombs.



## What was No Man's Land?

Soldiers would sleep for short times in the day. They had to stay awake at night. Small patrols were often sent out at night to spy on the enemy. They would crawl into No Man's Land using shell holes for cover. They would try to find out where new enemy trenches had been dug and any other information about weapons to help aid their effort.





Tuesday 21st January  
KQ: What was trench warfare?

Do you know what these images show?

Match the images to the labels?



Dugout

Trench

No Man's Land

**Challenge -  
Write a  
description  
of each  
term.**

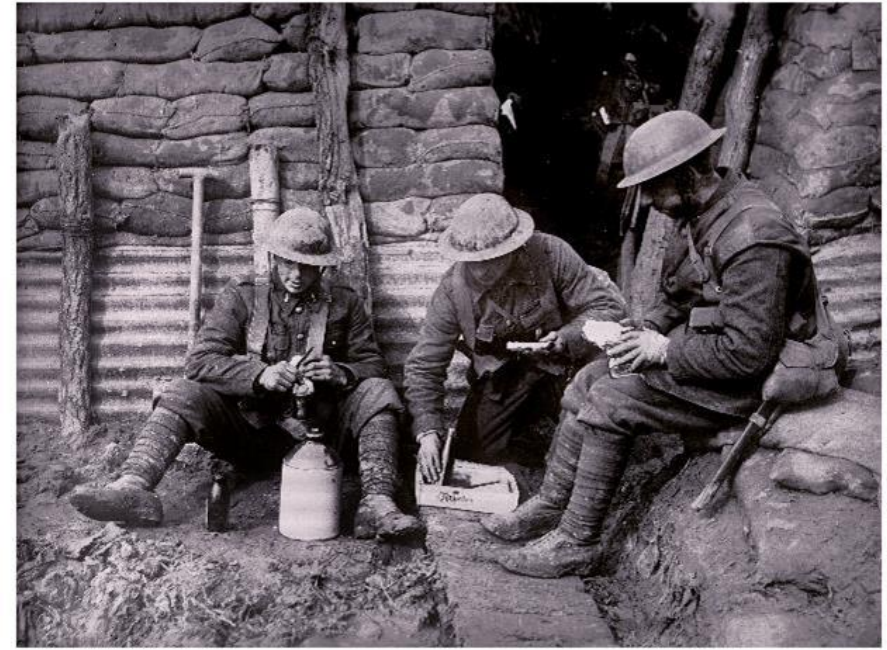
## What was life like for a soldier on the Western Front?

Soldiers actually spent very little time in the frontline trenches—often only three days a month—unless there was a major attack happening. They would spend more time in the reserve trenches where conditions were much better. Over half of the time, soldiers would live away from the trenches altogether where they could rest and recover.

When they were in the trenches there were long periods of time where nothing would happen. However, there was a constant threat of random shelling and gunfire on both sides. Soldiers would spend their days repairing trenches or digging new ones. Other daily duties included cleaning their weapons, transporting supplies, and emptying the latrines (trench toilets).

When soldiers were not fighting or working in the trenches, they ate their ration of meat and vegetables each day.

In the free time they had, they would write letters home or play games such as cards. Writing and receiving letters became a lifeline for many soldiers as they would go months without seeing their families. Many soldiers kept diaries and journals to record their experiences and feelings about the war.



Next week, you are going to write a diary entry as a WW1 soldier on the Western Front.

Write down 5 main points from the text to use in your writing.

**Challenge – What were important items in the trenches and why were they important?**