

Tuesday 4th February

Morning Challenge

PSHE Books –
Children's Mental
Health Week

I Am an Amazing Person!

Read and complete the sentences below.
You can draw or write the answers.

I am proud of myself when...

I show courage when...

I manage my emotions well when...

My best friends describe me as...

I am positive when...

I am fortunate because...

My biggest achievement so far is...

I showed resilience when...

Tuesday 4th February

TBAT: use hyphens to join a prefix to a root word.

Hyphens are used to avoid ambiguity in sentences and make sure they make sense.

They can be used to **connect** whole words, words and prefixes, as well as parts of words.

e.g. a man-eating shark

Hyphens avoid confusion in sentences.

- man eating shark and man-eating shark
- sugar free lolly and sugar-free lolly

What is the difference between these things?

Tuesday 4th February

TBAT: use hyphens to join a prefix to a root word.

Use the pictures to support you in describing the difference.

- man eating shark and man-eating shark



man eating shark



man-eating shark

- sugar free lolly and sugar-free lolly



sugar free lolly



sugar-free lolly

Tuesday 4th February

TBAT: use hyphens to join a prefix to a root word.

Words can be combined to form **compound nouns**.
Some of these compound nouns use a **hyphen**.

Look at these sentences. **Where do the hyphens need to go?**

My mother in law makes the best roast potatoes.

Her great grandmother is an expert knitter.

We had to complete a warm up before the match.

Tuesday 4th February

TBAT: use hyphens to join a prefix to a root word.

Hyphens can be used to **separate a root word from a prefix.**

When a **prefix ends with the same letter that the base words begins with**, a hyphen is normally used. e.g. co-operate or re-enter

It can **avoid confusion** with another word. e.g. recover and re-cover.

resigns and re-signs
return and re-turn
review and re-view

**What is the difference
between these things?**

Tuesday 4th February

TBAT: use hyphens to join a prefix to a root word.

resigns and re-signs

Resigns means to leave a job.

Re-signs means to sign something again.

return and re-turn

Return means to go back to a place or person.

Re-turn means to turn again.

review and re-view

Review means to analyse or assess something.

Re-view means to look at something again.

Tuesday 4th February

TBAT: use hyphens to join a prefix to a root word.

Two **adjectives** can be combined to form **compound adjectives**.

Hyphens can be used to show when these compound adjectives have been used.

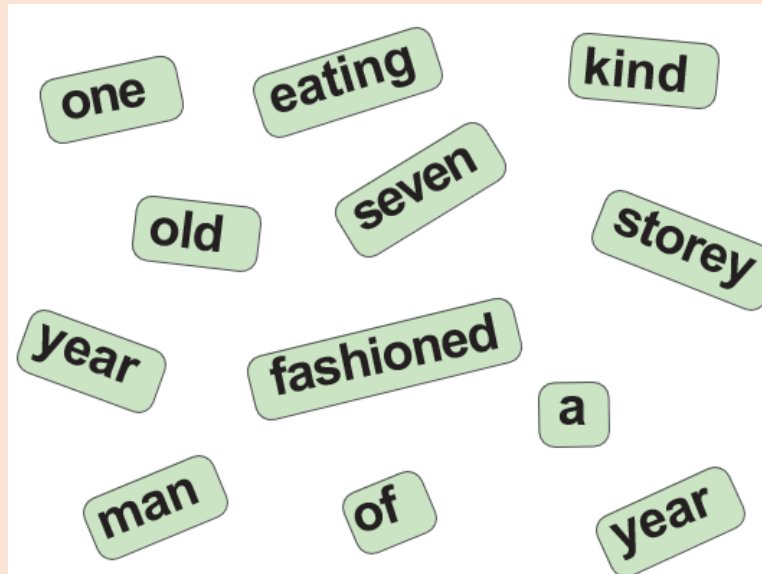
Can you place these words into sentences?

ice-cold

fun-packed day

baby-faced

Challenge - Use hyphens to create a suitable compound adjective to describe the nouns.



man-eating shark
_____ toddler
_____ child
_____ hotel
_____ pattern
_____ experience

04.02.25

TBAT: understand and find prime numbers less than 100.

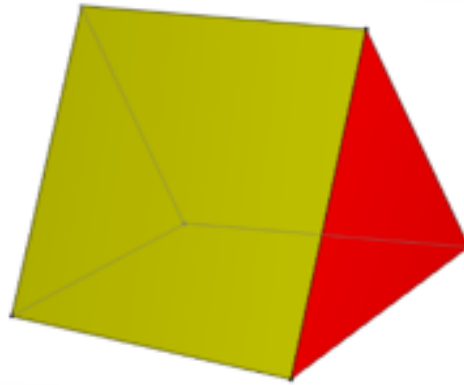
3 in 3

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

1. _____ = $27,568 + 4,391$

2. $\frac{3}{9} \times 270 =$

3. Here is a drawing of a 3D shape.



Complete the sentences.

There are _____ faces.

There are _____ vertices.

There are _____ edges.

Challenge –

If you know $10\% = 15$. What other percentages can you find?

04.02.25

TBAT: understand and find prime numbers less than 100.

What is a prime number?

How is a prime number different to a multiple?

04.02.25

TBAT: understand and find prime numbers less than 100.

List all the prime numbers between each pair of numbers.

1

and

6

15

and

45

30

and

70

Challenge -

True or false? 91
is prime number.
Explain your
reasoning.

04.02.25

TBAT: understand and find prime numbers less than 100.

List the factors of each number. Then, circle the factors that are prime.

12

30

42

04.02.25

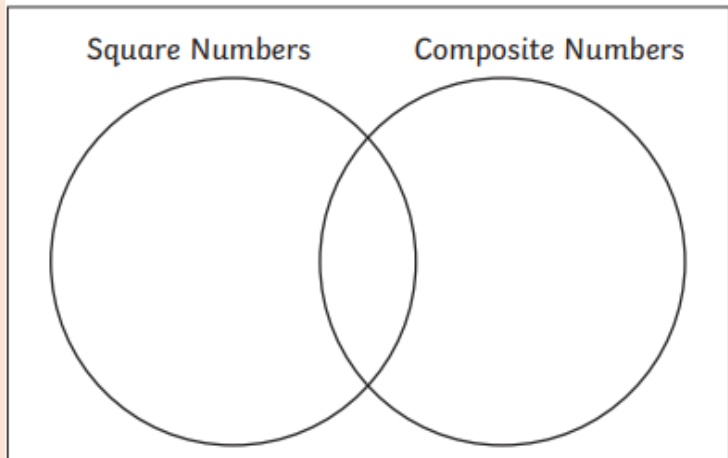
TBAT: understand and find prime numbers less than 100.

1) List all the prime numbers between each pair of numbers.

- a) 1 and 10
- b) 10 and 20
- c) 20 and 50
- d) 50 and 90

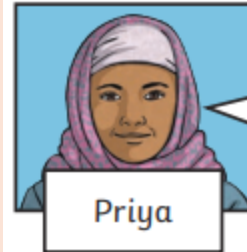
2)
a) Sort these numbers into the Venn diagram.

- 2
- 7
- 16
- 18
- 31
- 36
- 50
- 64

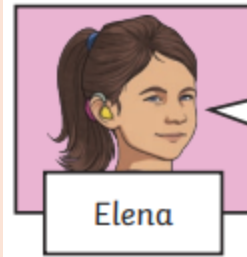


Challenge

Whose statement is true? Explain how you know.



No even numbers are prime numbers.



Prime numbers only have two factors.

Mastery Challenge

Felix is thinking of two prime numbers less than 50.



The sum of my two prime numbers is 42.

What could Felix's prime numbers be? Find all possibilities.

Mastery with Greater Depth

Use these clues to identify Jia's number.



It is an odd number.

It is not a composite number.

The tens digit is the smallest prime number.

It is less than 50.

The ones digit is the smallest, odd composite number.

Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

3 in 3

1. The sentence below has a **hyphen** missing. Insert it and then explain why the hyphen is needed.

The cold hearted ice queen banished her stepdaughter from the realm.

2. Draw lines to match the underlined part of each sentence with its **grammatical term**.

1) I took my dog to the vet.

an adverbial

2) I learn judo at the club that is in the high street.

a noun phrase

3) The yellow racket with the broken string is mine.

a main clause

4) Once the eggs are cooked, we can have dinner.

a relative clause

3. Which sentence is punctuated correctly?

Tick **one**

Sadly, for us the wind and rain ruined our day.

1

Sadly for us, the wind, and rain ruined our day.

2

Sadly for us, the wind and rain ruined our day.

3

Sadly for us the wind, and rain ruined our day.

4

CHALLENGE: Rewrite the sentence above in the passive.

Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

When do we start a new paragraph?

How can we link the ideas in and across paragraphs?

Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

Can you group these adverbials into the following groups:

Where? – Place. When? – Time. How? – Manner.

How often? – Frequency.

- Slowly
- Regularly
- At 9:00pm
- In the distance
- Often
- Down the road
- Hesitantly
- Whilst I brush my hair
- Every day
- Every time the doorbell rings
- However hard I tried
- Loudly

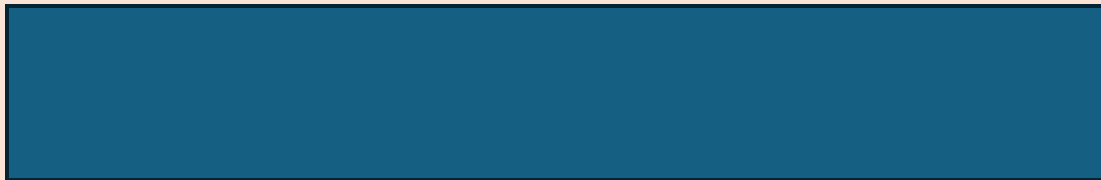
Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

Cohesion in writing refers to the linking of ideas in sentences and paragraphs.

Cohesive devices are tools used to help link ideas, sentences or paragraphs together.

Can you think of any cohesive devices?



Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

Identify the cohesive devices used in the non-fiction text below.

Mummification is the process that was used by ancient Egyptians to preserve their dead.

The process included embalming the bodies and then wrapping them in strips of linen before being buried. The embalming process needed to happen quickly as the heat in Egypt would cause the body to decompose more rapidly.

First, a body would be taken to a special tent called an 'ibu', which was a place of purification. In this tent, the embalmers, those who preserved the bodies, would clean the body using palm wine and water from the Nile. After this, they would remove the organs from the body and place them in clay, canopic jars, though the heart is placed back inside the body for the afterlife.

Which cohesive device has not been used and why do you think this is?

Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

Did you find them all?

Mummification is the process that was used by ancient Egyptians to preserve their dead. The process included embalming the bodies and then wrapping **them** in strips of linen before being buried. The embalming process needed to happen quickly as the heat in Egypt would cause the body to decompose more rapidly.

pronoun

relative clause / parenthesis

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concise noun phrase

conjunction

Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

Mike felt a shriek of fear tearing up through his chest as he careered towards the ramp which loomed in front of him. His arms juddered violently as the ground (now just a blur) pummelled his bike tyres and sent shockwaves through his body. As the ramp raced towards him, he began to wonder if this jump was a smart idea...

Only a few moments earlier, he had been the very picture of bravado. Everyone had been eagina him on, eager to encourage any individual who might provide them with the next viral fail video. With a confident shout, he had grabbed the bike and aimed himself down the hill.

Lori, who had given up trying to talk her brother out of stunts like this, covered her eyes. She heard his shriek. She heard the sound of tyres flying up a ramp. She heard the crowd gasp... and then she heard the cheers!

as he careered towards the ramp

(now just a blur)

parenthesis

adverbial

relative pronoun

Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

Tick the reason 'Only a few moments earlier...' needed to start a new paragraph.

Mike felt a shriek of fear tearing up through his chest as he careered towards the ramp which loomed in front of him. His arms juddered violently as the ground (now just a blur) pummelled his bike tyres and sent shockwaves through his body. As the ramp raced towards him, he began to wonder if this jump was a smart idea...

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A change in time

A change in place

A change in theme

A change in character

Tuesday 4th February

TBAT: recognise and use devices to build cohesion.

Plan your diary entry using cohesive devices to help you.

Introduction: Briefly explain what happened yesterday.		War related vocabulary:
Paragraph 1: What happened at the train station/on the train?		
Paragraph 2: What happened when you arrived? Were you chosen straight away? Were there cake and sandwiches waiting for you?		
Paragraph 3: What is your new home like? Is it different to your house back in the city? Are the adults nice? Do they have any children?		
Paragraph 4: How are you feeling? What are you looking forward to tomorrow?		

Cohesive Devices

time adverbial	contrast/compare	ellipsis	repetition of a word/phrase	cause/effect adverbial
place adverbial	exception adverbial	emphasis/addition adverbial	clarification adverbial	number adverbial

Challenge – Can you include a sentence with a colon?

Tuesday 4th February

TBAT: perform and move to music



00:15 / 03:54

Liverpool ONE

Flash mob rhythms

1	+	2	3	4	1	+	2	3	4
●	●				●	●			
C	C				C	C			
C	C				C	C			
C	C				C	C			
D	D				D	D			
F	F				F	F			
C	C				C	C			
C	C				C	C			

MUSIC EXPRESS



00:07 / 00:35

Challenge

Can you think of a new set of moves that work of the phrase 'Flash mob' and 'shake it and move it'?

04.02.25

Maths Booster – Ratio and proportion

100g of cheese costs **46p**.

Peter buys **250g** of the cheese.

How much does he pay?

A meal in a restaurant costs the same for each person.

For **11** people the total cost is **£253**

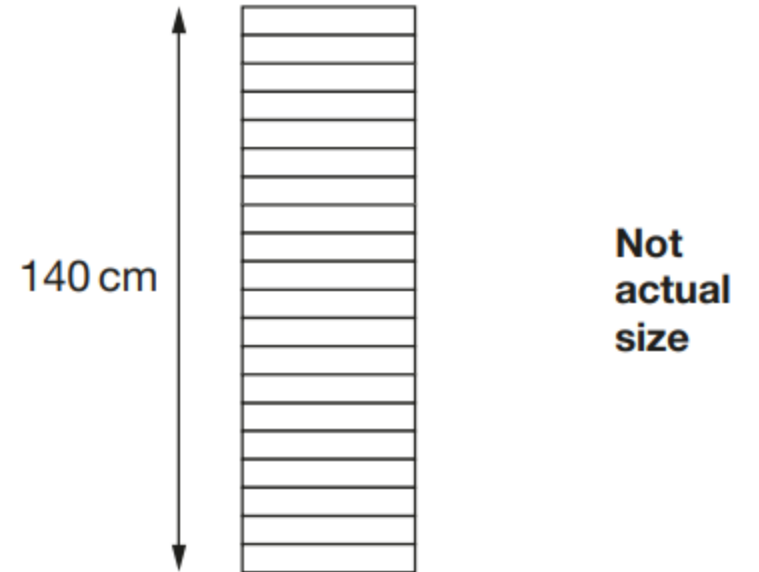
What is the total cost for 12 people?

Every **100g** of brown bread contains **6g** of fibre.

A loaf of bread weighs 800g and has 20 equal slices.

How much fibre is there in **one** slice?

A stack of 20 identical boxes is 140 cm tall.



Stefan takes **three** boxes off the top.

How tall is the stack now?

04.02.25

Maths Booster – Ratio and proportion

Peanuts cost **60p** for **100 grams**.

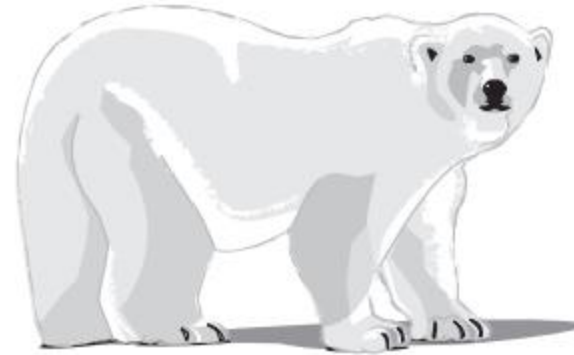
What is the cost of **350 grams** of peanuts?

Raisins cost **80p** for **100 grams**.

Jack pays **£2** for a bag of raisins.

How many **grams of raisins** does he get?

In a zoo, the adult polar bear weighs three times more than the baby elephant.



polar bear



elephant

Together they weigh 700 kilograms.

How much does the polar bear weigh?

04.02.25

Maths Booster – Ratio and proportion

Cream cheese costs £4.50 for 1kg.

Robbie buys 600 grams of cream cheese.



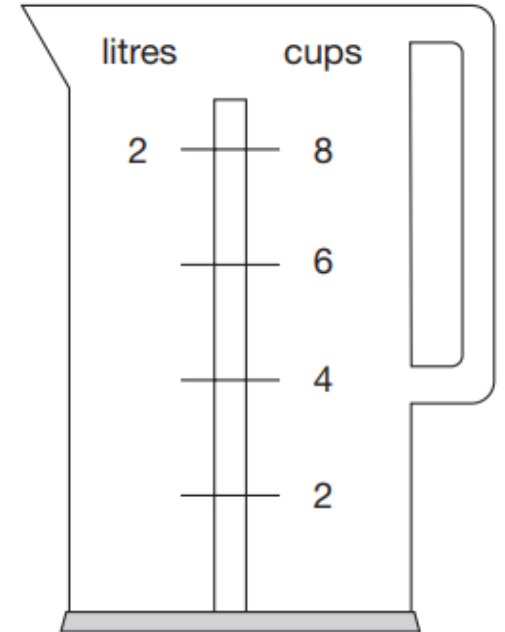
How much does he pay?

The label on a pot of yoghurt shows this information.

Yoghurt 125g	
Each 125 g provides	
Energy	430 kJ
Protein	4.5 g
Carbohydrate	11.1g
Fat	4.5 g

How many grams of protein does 100g of yoghurt provide?

Nisha's kettle holds 2 litres of water.



How many millilitres are equal to 1 cup?



Tuesday 4th February

TBAT: inform the reader of key details learnt

Light rays are like invisible beams that help us see the world around us. They travel in straight lines from a light source, like the Sun or a lamp, and bounce off objects into our eyes. That's how we see things! Light can also bend when it passes through water or glass, making things look different, like a straw appearing bent in a glass of water. Some objects, like mirrors, reflect light, while others, like windows, let it pass through. Without light rays, everything would be dark, and we wouldn't be able to see colours or shapes

3in3

1. Without light rays, what would the world be like?
2. 'Light can also bend when it passes through water or glass' is a description of what scientific word?
3. 'Bounce off objects into our eyes' is a description of what scientific word?

Tuesday 4th February

TBAT: inform the reader of key details learnt

Name 2 key facts you have learnt about light this half term. Explain them to your partner.

Name two ways you can present information. Explain them to your partner.

Challenge – using the words refraction and bend. Write a definition of what happens to light rays when they hit water.

Sir Isaac Newton's Colour Experiments



Sir Isaac Newton (1642 - 1727) was a famous scientist and mathematician. His experiments into light and colour were groundbreaking and have contributed greatly to our understanding today. In the late 1660s, Newton started to develop his theory of colour.

At the time, people believed that:

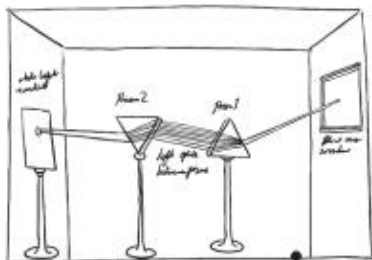
- colour was caused by a mixture of light and dark;
- red was the lightest colour with the least amount of dark added to it;
- blue was the darkest colour and the last step before black.

People also thought that prisms actively coloured light. Newton set out to prove this wrong in what was to become known as his crucial experiment. Around this time, there was a deadly outbreak of the bubonic plague in Cambridge, where Newton usually worked.

He moved back home to the Lincolnshire countryside for a while, until it was safe to return to the city.

While living on the family farm, Newton began conducting lots of experiments and began to form his theories.

Newton's Crucial Experiment



Newton's sketch of his crucial experiment

1. He used a hole in his shutter to direct a beam of sunlight into his room.
2. He **refracted** this beam of light using a prism
3. As he saw the spectrum of colours form, Newton then used another prism to refract the separated rays of coloured light back into a ray of white light.

Glossary

Refracted - When a ray of light changes direction when it enters water, air or glass at an angle.

Sir Isaac Newton's Colour Experiments

This proved that light is made up of colours. From this, Newton invented the phrase 'colour spectrum', choosing to split the spectrum into the seven colours we know today: **red, orange, yellow, green, blue, indigo and violet.**

Rays of coloured light refracted through a prism.



Although the spectrum is continuous, with no boundaries between each individual colour, he selected the number seven because he believed it to be a special number.

Newton was able to show that each colour has its own angle of refraction. He used this to prove that an object's colour is a property of the light reflecting off it, rather than a characteristic of the object itself.

Newton felt that he learnt a lot from other scientists, such as Galileo and Copernicus.

"If I have seen a little farther than others, it is because I stand on the shoulders of giants."

- Sir Isaac Newton



Colour Blindness

What do you see inside the circles?

Some people have a condition called colour vision deficiency, more commonly known as colour blindness, which means they cannot see all the colours. Ishihara plates, named after a Japanese professor, are used to test for various types of colour blindness. Someone with a colour vision deficiency might not be able to see the numbers inside these circles.

Newton carried out further investigations into light and colour, publishing his book 'Opticks' in 1704. For the first time, it explained how rainbows were caused by raindrops refracting sunlight. Some scientists consider this the most influential book of that century.

By scientifically proving the colours we see in a rainbow (*our visible spectrum*), Newton made it possible for others to experiment with colour in a scientific way. His work led to advancements in many areas, including optics, physics, chemistry and the study of colour in nature.

Tuesday 4th February

TBAT: inform the reader of key details learnt

Using your knowledge and knowledge organisers you need to present your knowledge in an informative way. This could be:

- Non-chronological report.
- An informative poster.
 - A report.

Or another ...

Be creative.

WTS Criteria:

- Capital letters for proper nouns
- Full stops
- Finger spaces
- Legible writing
- Y3/4 words
- Bullet points

EXS Criteria:

- Formal language
- Present tense – third person
- Headings and Subheadings
- Parenthesis or relative clause
- Facts and evidence
- 2 of the Year 5 /6 spelling words spelt correctly
- **Joined handwriting**

GDS Criteria:

- 5 of the Year 5/6 words spelt correctly
- Ambitious vocabulary
- Range of punctuation () - ;

Challenge – Can you include a colon in your writing?

04.02.25

TBAT: design a poster showing your "message to the world."

Last week, we looked at Shepard Fairey, a famous artist and activist.

What can you remember about his work?

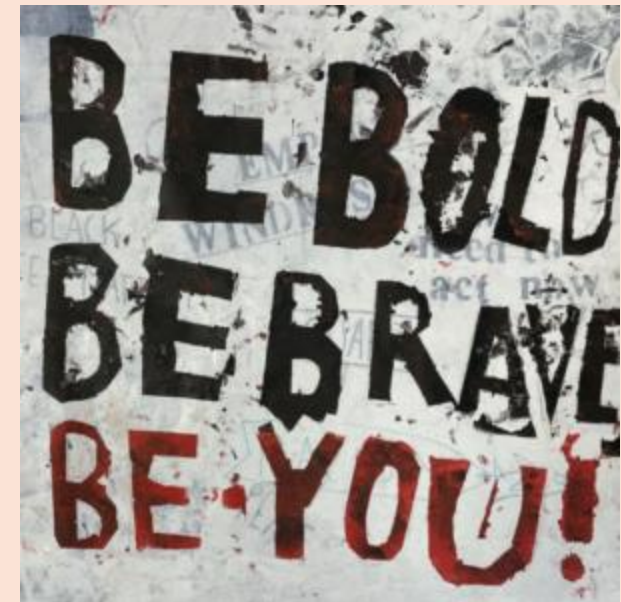


04.02.25

TBAT: design a poster showing your "message to the world."

What do you notice about colour?

How many words are on each poster?



Tuesday 4th February

KQ: How did the First World War end and what followed?

Knowledge Quiz

1. Which jobs did women do during the First World War? (Circle **two**.)

nurse soldier munitions worker pilot

2. How many RAMC nurses were there by 1918?

1,000 2,000 5,000 10,000

3. How many women had become munitions workers by the end of the war?

up to 500,000 up to 1 million up to 2 million

4. What age did women receive the vote after the war?

21 25 30 35

5. How long did women have to wait until they received the vote aged 21?

2 years 5 years 10 years 20 years

The key word for this lesson is
armistice.

An armistice is a peace agreement between two conflicting sides.



How did the First World War end and what followed?

Key knowledge

- The First World War ended at 11am on 11 November 1918.
- Armistice Day is still acknowledged in Britain today.
- Civilians had experienced hardship and loss, including rationing of food during and after the war.
- Soldiers were often physically injured or struggled mentally when they came home.

Key vocabulary

- **armistice**
- cenotaph
- rationing
- remembrance



What do you think is happening in this photograph?

What does the flag represent?



How did the war come to an end?

By 1918, both the Allies and the Central Powers were exhausted and had many casualties. When Russia left the war in 1917, this strengthened the Central Powers. However, Britain and France were able to counterattack after the United States of America joined the war to support the Allies in April 1917. Germany was also suffering from starvation.

In October 1918, Austria–Hungary collapsed. Fighting only continued on the Western Front but Germany realised it could no longer win the war.



How did the war come to an end?

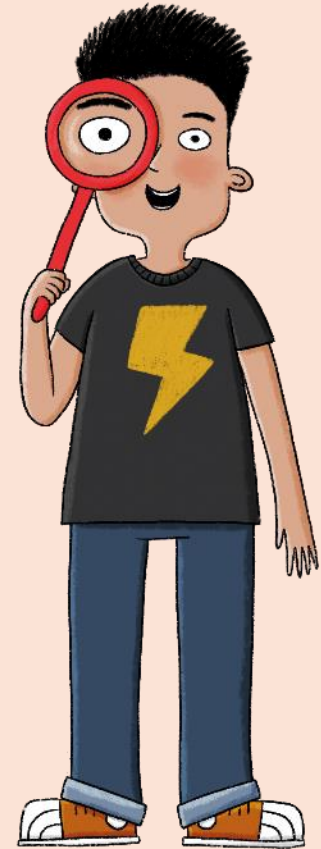
On 7 November, three vehicles travelled across No Man's Land in northern France waving a white flag. The German representatives travelled on by train to Compiègne where they began negotiations for an **armistice**.



Why did Germany think it was no longer possible to win the war?



List the reasons you've just learned.



What was Armistice Day?

After fighting for four years, the First World War ended at 11am on 11 November 1918 when Germany signed an armistice, which is a peace agreement. Neither side surrendered.

Although Germany tried to negotiate, they had little choice but to accept the Allies' terms as the Allies were threatening to invade Germany.

The Germans agreed to pull their troops out of France, Belgium, and Luxembourg within 15 days. They also handed over artillery, weapons, and vehicles to the Allies.

11 November became Armistice Day.



What was Armistice Day?

Crowds of people formed all over the world to celebrate the news of the war ending. However, for many soldiers it was hard to believe. The feeling of relief was mixed with sadness as they thought of all the men who had died and wouldn't be coming home.

Armistice Day is still acknowledged every year with ceremonies held throughout Britain and in many other countries across the world. The ceremony is often marked by a two-minute silence at 11 am, to remember and show respect for those who died during the First World War and other conflicts.



King Charles III laying a wreath at the Cenotaph in London during a Remembrance Day Service



Analysing a source

What evidence is this?

When was it written?

What is it about?

What does it tell us Germany needed to give up?

MONDAY MORNING, NOVEMBER 11, 1918
LOS ANGELES

PEACE

WORLD WAR ENDS AS GERMANY SIGNS ARMISTICE!

(Extraordinary Service Bulletin by the Associated Press.)

WASHINGTON, Nov. 11th, (Monday)---The world war will end this morning at 6 o'clock, Washington time, 11 o'clock Paris time. The armistice was signed by the German representatives at midnight. This announcement was made by the State Department at 2:50 o'clock this morning.

The announcement was made verbally by an official of the State Department in this form: "The armistice has been signed. It was signed at 5 o'clock a. m. Paris time and hostilities will cease at 11 o'clock this morning, Paris time."

The terms of the armistice, it was announced, will not be made public until later. Military men here, however, regard it as certain that they include:

- Immediate retirement of the German military forces from France, Belgium and Alsace-Lorraine.
- Disarming and demobilization of the German armies.
- Occupation by the Allied and American forces of such strategic points in Germany as will make impossible a renewal of hostilities.
- Delivery of part of the German high seas fleet and a certain number of submarines to the Allied naval forces.
- Disarmament of all other German warships under supervision of the Allied and



Analysing a source

What evidence is this?

- A newspaper article

When was it written?

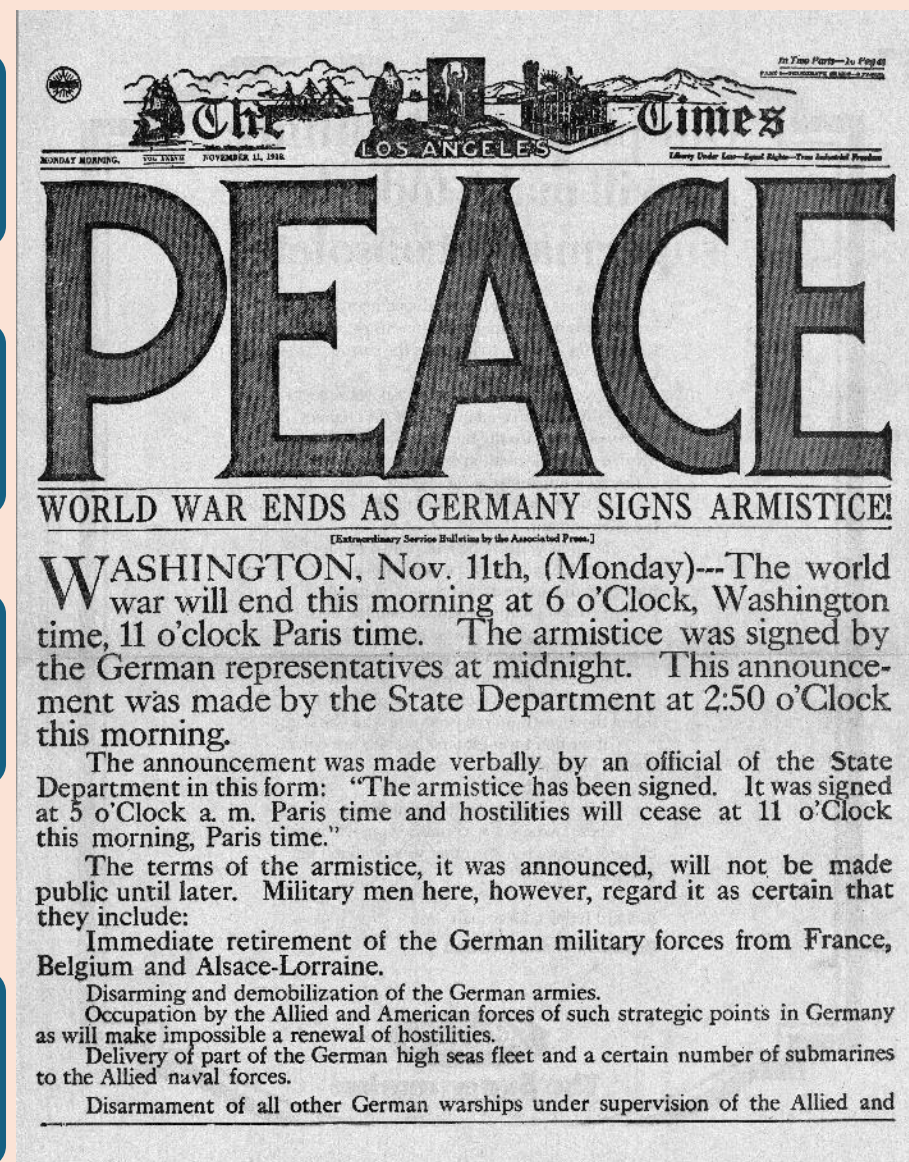
- 11 November 1918

What is it about?

- The signing of the armistice

What does it tell us Germany needed to give up?

- Retire their forces, disarm their army and navy



What was the Treaty of Versailles?

In June 1919, the leaders of the United States, Great Britain, France, and Italy met at the Palace of Versailles in Paris to decide what should happen following the war. Germany, Austria–Hungary, Bulgaria, and Turkey were not represented at the conference, nor was Russia.

The **Treaty of Versailles** finalised the terms of the armistice for Germany. Each of the countries had their own agenda and wanted Germany to pay for the damage the war had caused.

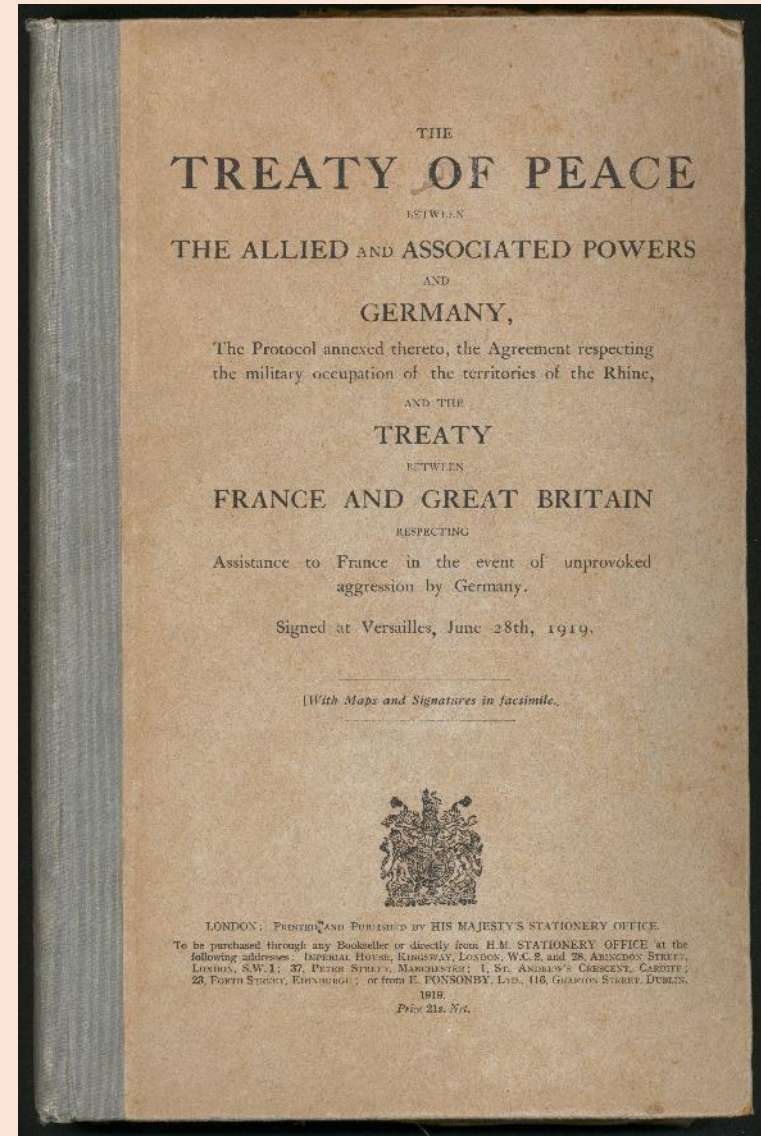
Firstly, under Article 231 of the treaty, Germany had to accept total blame and responsibility for starting the war. This ‘war guilt clause’ did not challenge the real reasons for starting the war or the actions of each powerful country.



What was the Treaty of Versailles?

Also, the treaty demanded that Germany pay huge **reparations** (compensation) for Allied war losses. The country had to pay 132 billion gold marks (their currency before the Euro) over several years.

This would make it very difficult for Germany to rebuild and recover after the war. German people were starving and had lost much, so this made them feel even more bitter about the war.



What was the Treaty of Versailles?

All of Germany's colonies were taken and given to France and Britain. Germany was forced to give the territory of Alsace-Lorraine back to France. They also had to agree to Allied forces occupying German territory in the Rhineland.

Germany was not allowed to join the League of Nations—a new organisation in which countries worked together to keep the peace.

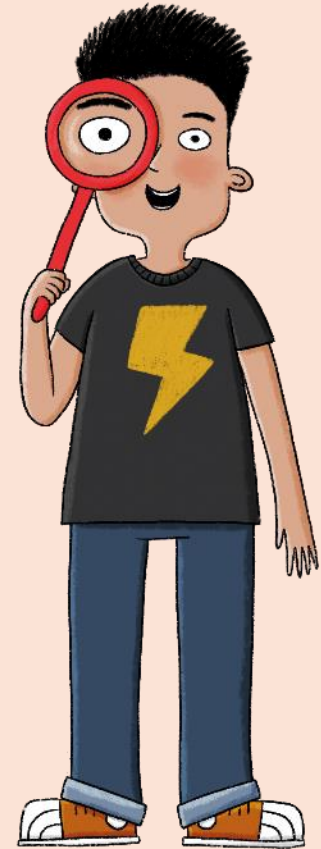
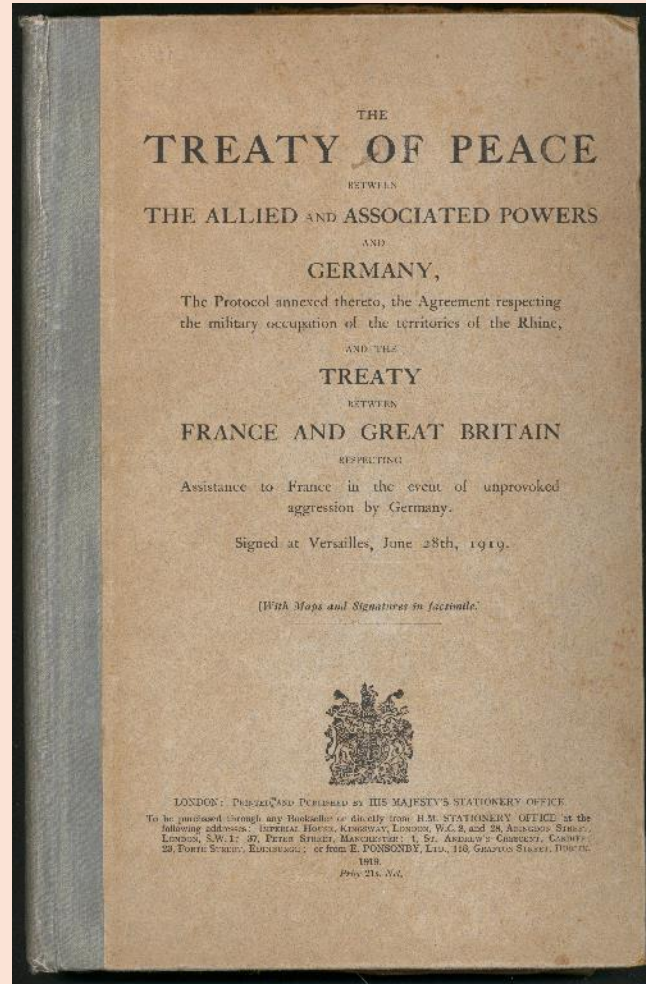
Germany had to agree to having an army of only 100,000 men. Their navy could only have six battleships, and no submarines were permitted. They were banned entirely from having an air force. This left Germany weak and defenceless.



Many Germans hated the Treaty of Versailles. Which terms do you think were the most hated?



Rank the terms from most to least hated from Germany's point of view. Explain why you made those choices.



What had people experienced during the war and how did lives change?

During the war there was less food available because food was sent to feed the soldiers, and ships that were bringing supplies to Britain were often attacked by German U boats. This made food more expensive too.

In January 1918, the government introduced **rationing**. This meant all food was shared out fairly.

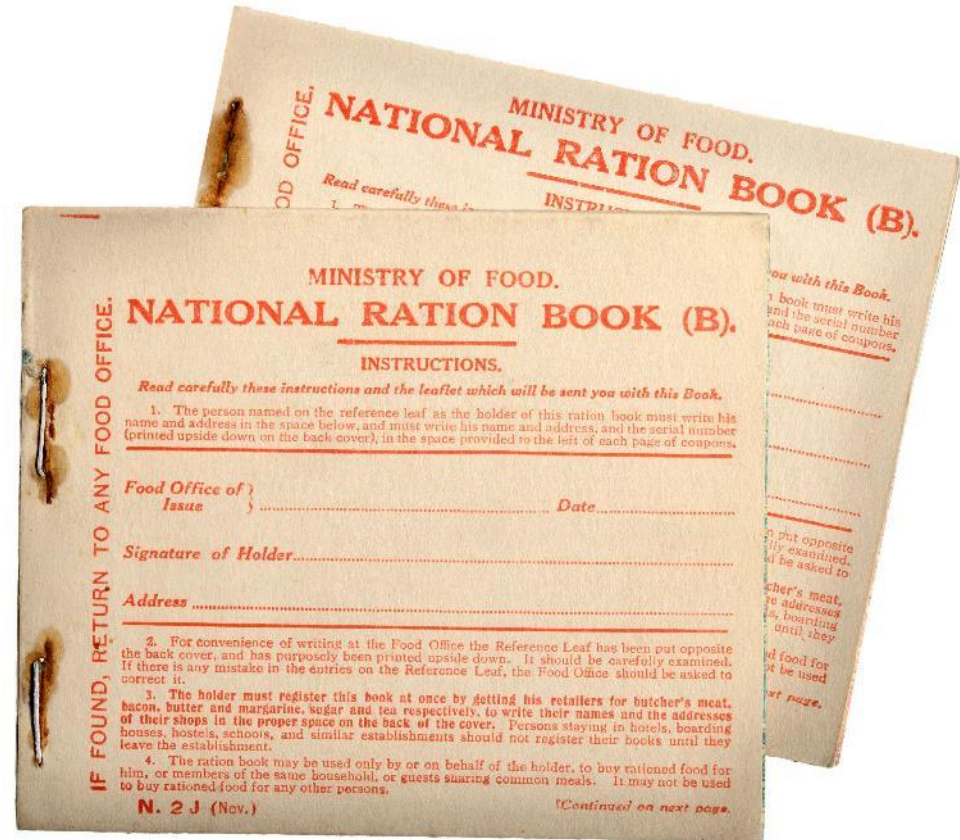


What had people experienced during the war and how did lives change?

Sugar, meat, flour, butter, margarine, and milk were all rationed.

Some rationing continued until the end of 1920.

Everyone was given ration cards, even King George and Queen Mary.



A First World War British ration book



What had people experienced during the war and how did lives change?

The cards could only be used at certain shops. Families had to say which shops they would buy food from. The rules were very strict. Anyone found cheating could be fined or even sent to prison.

Rationing actually made people in Britain healthier as poorer people got more food than previously and the wealthy ate less indulgent food.



Was rationing positive or negative for British society? Add your own notes to the table from what you have read.

Positive	Negative



Was rationing positive or negative for British society? Add your own notes to the table from what you have read.

Positive	Negative
<ul style="list-style-type: none">• Food was shared fairly.• The poorest families ended up with more to eat.• Many people became healthier as a result.	<ul style="list-style-type: none">• Wealthier families had less to eat and were often hungry.• The rules were very strict.• People caught cheating could go to prison.



Explain why you think food rationing was positive or negative using your ideas from the previous task?



How did soldiers' lives change after the war?

The First World War was known as the 'war to end all wars'. Around 17 million people were killed and up to 20 million were injured.

In Britain, despite all the celebrations that followed the signing of the armistice, there was also deep sadness. Most families had lost someone they loved. It was too difficult and expensive to bring the bodies back to Britain. Instead, they were buried in huge graves in France and Belgium. Huge **cenotaphs** and war memorials were built all over Britain, in memory of those who had died. The poppy became an important symbol of **remembrance** as they sprang up on the battlefields.



**The Cenotaph
in London**



How did soldiers' lives change after the war?

Many of the soldiers who did return suffered from physical injuries, or struggled mentally with what they had seen. It was difficult to forget about the horrors of the war.

Returning soldiers struggled to find work. Government training centres were set up to retrain soldiers and help them find jobs. However, their lives were never the same again.



Exit Ticket:

Did life go back to normal once the war ended?

Use the following key words in your answer.

injured

killed

rationing

jobs



Did life go back to normal once the war ended?

Use the following key words in your answer.

injured

killed

rationing

jobs

Life didn't go back to normal like it was before the war.
Many soldiers returned home injured and many people's
family and friends had been killed. There was a lack of food
as food rationing had become compulsory and soldiers
found it difficult to get jobs.

