

Wednesday 5th February

Morning Challenge

100%	50%	25%	75%
10% 12	1%	200%	150%
0.5%	90%	2%	35%
2.5%	99%	5%	20%

Wednesday 5th February

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

Partner discussion - Match the compound adjectives to their descriptions.

Task 3: Match the compound adjectives to their descriptions.

man-eating crocodile

cricket-crazy teenager

a fun-loving girl

cold-hearted dictator

a brown-eyed man

A girl who loves having fun.

A man who has brown eyes.

A crocodile which can eat a man.

A dictator who is very mean.

A teenager who loves cricket.

Wednesday 5th February

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

Adjective + past participle

short-legged

short-haired

heavy-footed

circle-patterned

Compare using -like

shark-like

elephant-like

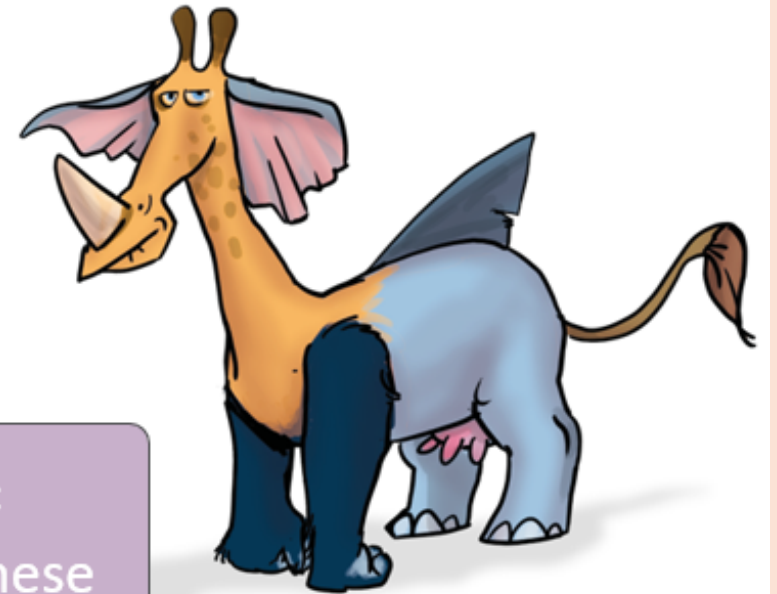
lion-like

adjective/adverb/noun + present participle (ing)

slow-moving

never-ending

far-reaching



Which body part or characteristic (e.g. speed, hunger etc.) might these compound adjectives relate to?

Wednesday 5th February

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

Read the following extract and decide where the hyphens should go.

Yesterday, we went to visit my mother in law, who is sixty two. She lives in a high rise tower in London. She has had long term hip problems so really shouldn't live on the twenty fifth floor. Luckily, there is a lift, but occasionally it breaks down.

Can you add another sentence on the end of this paragraph that includes a fronted adverbial and hyphenated word?

05.02.25

TBAT: use long division.

3 in 3

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

1. $1,386 \div 9 =$

2. $203.42 - 56.11 =$

3. Here is part of the bus timetable from Riverdale to Mott Haven.

Riverdale	10:02	10:12	10:31	10:48
Kingsbridge	10:11	10:21	10:38	10:55
Fordham	10:28	10:38	10:54	11:11
Tremont	10:36	10:44	11:00	11:17
Mott Haven	10:53	11:01	11:17	11:34

How long does it take for the 10:48 bus from Riverdale to reach Mott Haven?

Challenge – 20 is the answer. What is the question? (It must include a fraction, decimal or percentage)

05.02.25

TBAT: use long division.

$$741 \div 13$$

$$13 \times 1 = 13 \quad 13 \times 10 = 130$$

$$13 \times 2 = 26 \quad 13 \times 20 = 260$$

$$13 \times 3 = 39 \quad 13 \times 30 = 390$$

$$13 \times 4 = 52 \quad 13 \times 40 = 520$$

$$13 \times 5 = 65 \quad 13 \times 50 = 650$$

$$13 \times 6 = 78 \quad 13 \times 60 = 780$$

$$13 \times 7 = 91 \quad 13 \times 70 = 910$$

05.02.25

TBAT: use long division.

$$512 \div 16 =$$

16	32	48	64	80	96	112	128	144	160
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05.02.25

TBAT: use long division.

Use these multiples of 13 to complete the long divisions.

13	26	39	52	65	78	91	104	117
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	13	2	7	3	

	13	4	4	2	



		2	3
	3	9	1
	3	4	
		5	1
		5	1
			0

What is the missing number in Teddy's division?

05.02.25

TBAT: use long division.

1. $312 \div 24 =$

2. $\underline{\quad} = 900 \div 75$

3. $522 \div 18 =$

4. What is 2175 shared by 87?

5. $8125 \div 13 =$

RP – Sam wants to buy some cards. After his purchase, he has 203 cards from the 29 packs he purchased. How many cards were in each pack?

Challenge

True or False?

$$304 \div 19 > 15$$

$$2175 \div 87 < 25$$

Mastery Challenge

A glass can hold 24ml of juice. Emily is trying to work out how many glasses can be filled from the 312ml of juice left in the carton.

She uses this calculation to solve the problem:

		1	3	0
2	4	3	1	2

Explain why Emily's calculation is incorrect.

Mastery with Greater Depth -

Two children are solving this long division calculation:

$$900 \div 75$$

Li says that she used her knowledge of multiplying by ten to help her solve this problem.

Charlie says that he wrote the first five multiples of 75 and used these to solve the calculation.

Which method will work for solving the problem?
Explain your reasoning and give the correct answer.



Wednesday 5th February

TBAT: write a recount from an evacuee's perspective.

3 in 3

1. Rewrite the reported speech below in **direct speech**.

Remember to punctuate your sentence correctly.

The eyewitness explained that he was shocked to see so many cows on the motorway.

2. Which verb is an **antonym** of the verb succeed?

Tick **one**

win

1

fail

2

try

3

struggle

4

3. Insert the missing **full stops** and **capital letters** into the passage below.

ayla has always been interested in how things work she asked lots of questions as a child about the workings of machines aeroplanes are her passion and she would like to be an engineer when she is older

CHALLENGE: Create a noun and an adjective derived from the verb succeed.

Wednesday 5th February

TBAT: write a recount from an evacuee's perspective.

<p>Introduction: Briefly explain what happened yesterday.</p>		<p>War related vocabulary:</p>
<p>Paragraph 1: What happened at the train station/on the train?</p>		
<p>Paragraph 2: What happened when you arrived? Were you chosen straight away? Were there cake and sandwiches waiting for you?</p>		
<p>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?</p>		
<p>Paragraph 4: How are you feeling? What are you looking forward to tomorrow?</p>		

Challenge – Can you include a sentence with a colon?

Yesterday marked the beginning of a journey that whisked me away from the only world I've ever known. The train ride felt like a blur, each passing mile carrying me further from the streets where I used to play with friends, now distant echoes in my memory. I clung to my sister's hand, her reassuring presence a lifeline amidst the sea of uncertainty that engulfed us. The countryside outside the window unfolded like a painting, its beauty marred by the shadows of war that loomed ominously on the horizon.

Arriving at our new destination felt like stepping into a different universe altogether. The air here smelled different, the sounds were unfamiliar, and the faces, though kind, are strangers to me. Our temporary lodgings are a world away from the warmth of home, yet they offer a sanctuary of sorts. As I lay in bed last night, the unfamiliar creaks and groans startled me, I just wish I had my mum with me.

Today, amidst the hustle and bustle of our new surroundings, I found myself clinging to the memories of home, of mum and her shepherd's pie. Yet, in the eyes of the other evacuees, I see reflections of my own fears and hopes, will our families be safe in the city?

Today was the day I had been dreading for a while now. Evacuation day. As I watched the familiar streets of home fade into the distance, a knot of uncertainty tightened in my chest.

The train rattled along its iron tracks, carrying us away from the safety of everything we once knew. Outside the window, the countryside stretched out in a patchwork of fields and forests, a tapestry of fleeting landscapes that seemed to blur with each passing moment.

Arriving at our destination, we were greeted by faces both kind and unfamiliar, faces that would become our new guardians in this strange new world. The air was tinged with a sense of apprehension, the echoes of war reverberating in the distance like a distant thunderstorm.

As we were ushered into our temporary lodgings, I couldn't help but feel a pang of homesickness—a longing for the warmth of hearth and home that now seemed like a distant memory. Yet, amidst the uncertainty, there was a glimmer of hope—a flicker of resilience that refused to be extinguished.

In the eyes of my fellow evacuees, I saw reflections of my own fears and hopes, bound together by the shared burden of upheaval. Together, we will navigate this tumultuous sea of change, drawing strength from the bonds of community forged in the crucible of adversity.

As night falls upon this unfamiliar landscape, I find solace in the knowledge that we are not alone—that even in the darkest of times, there is light to be found in the kindness of strangers.

Dear Diary,

Yesterday was the hardest day of my life. I had to say goodbye to Mum at the train station, and I don't know when I'll see her again. She gave me a tight hug and told me to be brave, but I could see the tears in her eyes. I wanted to cry too, but I didn't—I promised her I'd look after my little sister, Betty.

The station was packed with children, all wearing their best clothes with labels pinned to their coats. The air was thick with smoke from the steam trains, and I could barely hear myself think over the sound of whistles blowing and people calling out names. The train journey felt like it would never end. Betty fell asleep on my shoulder, and I tried to be excited about the adventure ahead, but my stomach was twisted in knots.

When we arrived, we were herded into the village hall, where the local families came to choose who they wanted. It was awful just standing there, waiting. Some children were picked straight away, but Betty and I weren't. I was scared we'd be left behind. Finally, a kind-looking lady with curly brown hair and a floral apron took us by the hand and said she would take us home. There was no cake or sandwiches waiting for us, but she smiled warmly and said we must be starving, so she made us bread and dripping. It wasn't much, but after the long journey, it tasted like a feast.

Our new home is very different from our house in London. It's a little cottage on the edge of a farm, with low wooden beams and a thatched roof. There are chickens in the back garden, and everything smells of fresh hay instead of smoke and soot. Our new guardian, Mrs Thompson, is kind but firm, and her husband barely says a word. They don't have any children, but they have a big black dog called Buster, who wags his tail whenever he sees us. Betty loves him already.

I miss Mum terribly, and I hate not knowing if she's safe. But at least Betty and I are together, and Mrs Thompson seems nice. Tomorrow, we're supposed to help collect eggs from the chickens. I've never done that before—I hope I don't get pecked! Goodnight, Diary. I hope I can sleep without the sound of bombs tonight.

Love,
Tommy

Wednesday 5th February

TBAT: write a recount from an evacuee's perspective.

WTS Criteria:

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

EXS Criteria:

- First person
- Past tense
- Parenthesis or relative clause
- 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
- Emotive language used – provoking emotion from the reader
- Range of punctuation () - ;

Challenge – Can you include a colon in your writing?

One for a list and the other for emphasis.

Wednesday 5th 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?

Wednesday 5th 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:

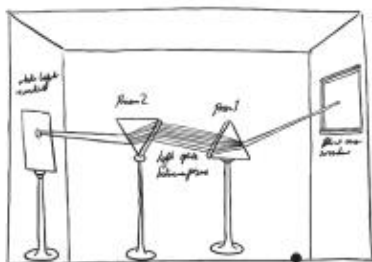
- colour was caused by a mixture of light and dark;
- red was the lightest colour with the least amount of dark added to it;
- blue was the darkest colour and the last step before black.

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.



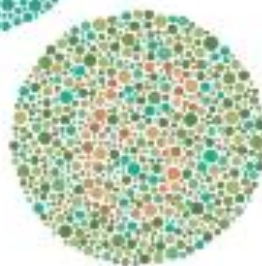
Although the spectrum is continuous, with no boundaries between each individual colour, he selected the number seven because he believed it to be a special number.

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.

Wednesday 5th 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 any 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:

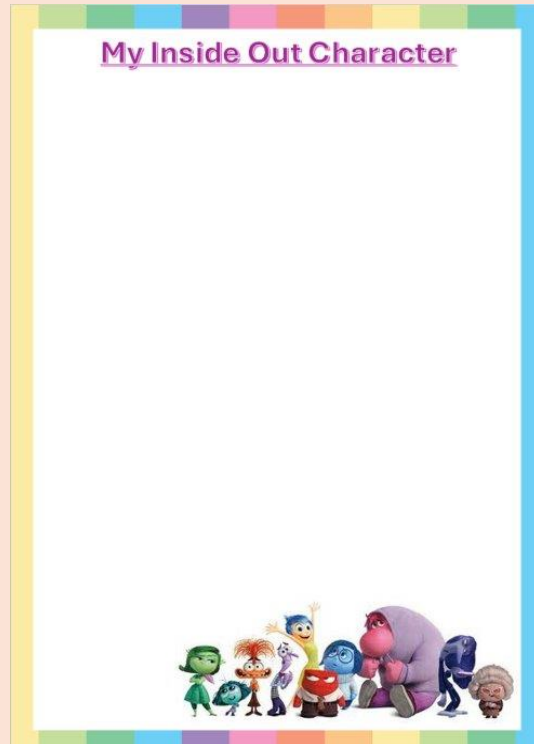
- 5 of the Year 5/6 words spelt correctly
- Ambitious vocabulary
- Range of punctuation () - ;

Challenge – Can you include a colon in your writing?

Children's Mental Health Week

This year we're exploring the theme **Know Yourself, Grow Yourself.**

- Singing
- Drawing
- Playing video games
- Dancing
- Calming music
- Time management
- Stress
- Motivation
- Lack of sleep
- Poor diet








	Angry	Sad	Disappointed	Frustrated	Jealous
What triggers these emotions?					
Strategies to help.					

Children's Mental Health Week

Emotion Toolkit

Sometimes, we may feel emotions that can make us feel uncomfortable. When we feel these emotions, it can be helpful to acknowledge how we are feeling, name the emotions and try to understand what is happening and why. By understanding our emotions, we can help ourselves to make any changes needed to help us feel comfortable.

	Angry 	Sad 	Disappointed 	Frustrated 	Jealous 
What triggers these emotions?					
Strategies to help.					

Mood Battery



Wednesday 5th February

Children's Mental Health Week - 'Know yourself' 'Grow yourself'

The mood battery is a resource to help young people express how their day is going.

By completing the mood battery, a young person can better understand what might be making them feel stressed, upset or angry, and how to balance that with things that make them feel relaxed and supported.

Singing

Drawing

Playing video games

Dancing

Calming music

Time management

Stress

Motivation

Lack of sleep

Poor diet




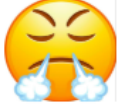

Children's Mental Health Week

Parent Cafe

The mood battery is a resource to help young people express how their day is going.

By completing the mood battery, a young person can better understand what might be making them feel stressed, upset or angry, and how to balance that with things that make them feel relaxed and supported.



	Angry	Sad	Disappointed	Frustrated	Jealous
					
What triggers these emotions?					
Strategies to help.					

Can you design a resource that children could use to keep track of their emotions? Remember, it needs to be thoughtful and something that can be completed quickly.

For example: an emotion quiz, setting emotion goals or designing an emotion character.