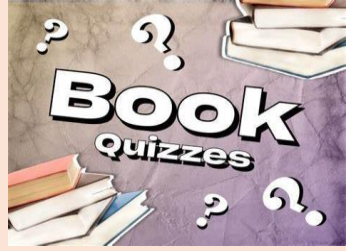


Monday 12th May 2025  
Morning challenge



Copy your spellings into you morning challenge book using neat, joined handwriting. What is the spelling rule this week?

invention

injection

action

hesitation

completion

Challenge

Use these words in separate sentences starting with fronted adverbials.

*Example: At the doctors, I had an injection in my leg.*

Monday 12th May 2025

Word work

# Contractions

You can use apostrophes to show that you have **omitted** (left out) some letters when you are joining words together.

For example, you can join the words ‘**you**’ and ‘**are**’ together.

**You + are = you're.** The apostrophe takes the place of the removed letters. In this example, the letter a.

Sometimes, however, you need to **rearrange** the letters a bit when you contract the words. For example: will + not = won't.

Using contractions like these makes your writing easier to read and more friendly.

Monday 12th May 2025

Word work

## **Talk partners**

Which sentences below contain apostrophes for contraction?

- "Watch me fly!" cried Jessie as she jumped.
- We could try to follow them, but they'll be miles away by now.
- I cannot believe that Maisie went by herself!
- "I'll be the first one to finish," boasted Jason.
- The castle wall didn't even slow the beast down!
- The cowboy yelled and tried to grab the horse's mane.

Monday 12th May 2025

Word work

**Which of the words below is the correct contraction of 'we would'?**

**we d**

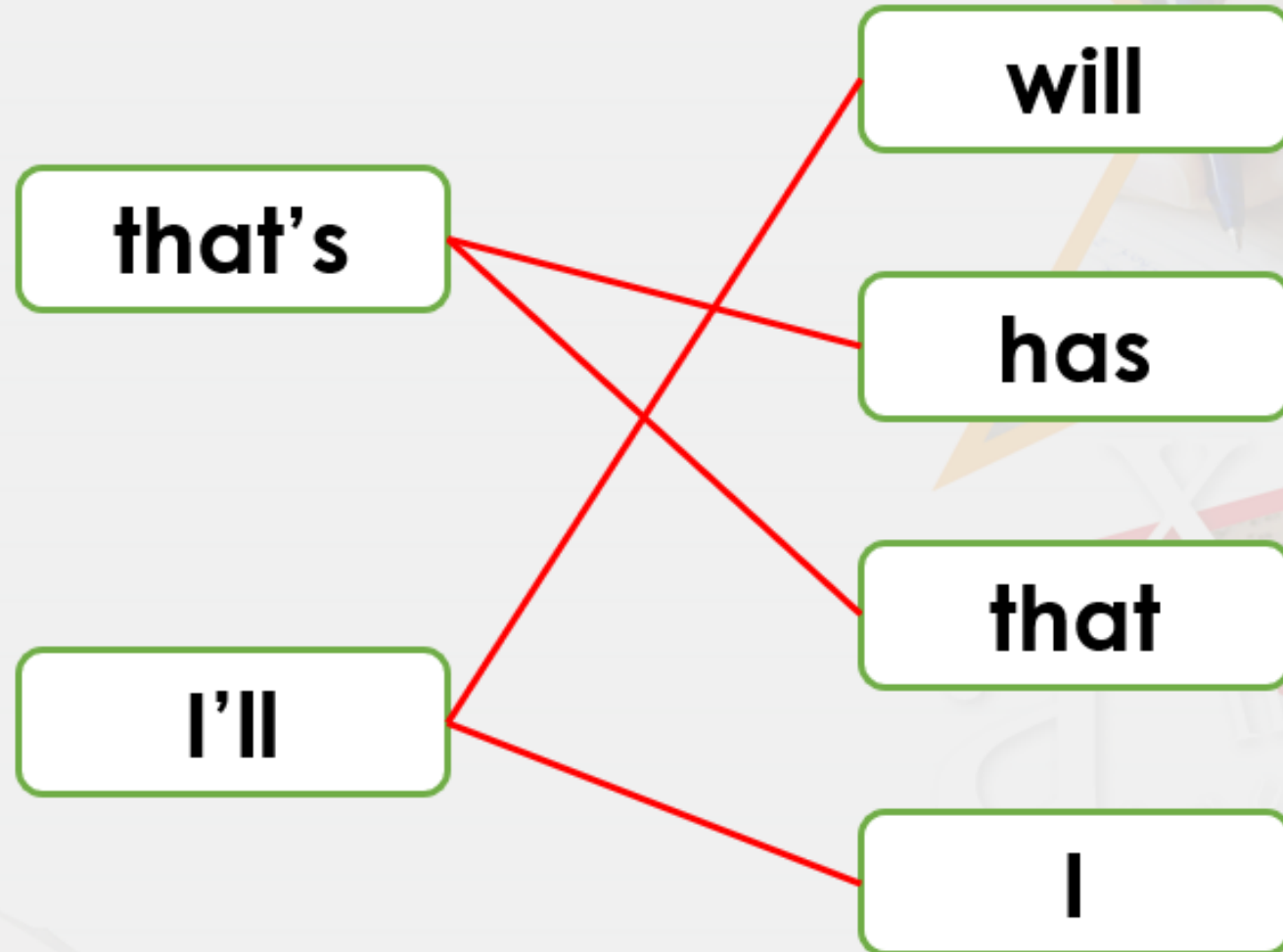
**we'd**

**we'ld**

Monday 12th May 2025

## Word work

Match each contraction to the two words which combine to make it.



Monday 12th May 2025

Word work

**Write the two words which combine to make each contraction below.**

**we're**

**they've**

# Monday 12th May 2025

## Word work

1. Finish these statements. The first one has been completed for you.

**I'll** is short for **I will**.

**it's** is short for \_\_\_\_\_

**you'll** is short for \_\_\_\_\_

**wouldn't** is short for \_\_\_\_\_

**he'll** is short for \_\_\_\_\_

**couldn't** is short for \_\_\_\_\_

**she'll** is short for \_\_\_\_\_

**shouldn't** is short for \_\_\_\_\_

**we'll** is short for \_\_\_\_\_

**haven't** is short for \_\_\_\_\_

**they'll** is short for \_\_\_\_\_

**you'd** is short for \_\_\_\_\_

Challenge - choose 3 of the words. Write each word into a sentence below.  
Don't forget capital letters and full stops!

# Times tables

- Harry Potter maths
- Around the world
- Dice
- Hit the button
- Counting stick



TBAT: divide a 2-digit number by a 1-digit number with remainders.

3 in 3

1.  $\frac{4}{6}$  of 42 =

2.  $25 \times 3 =$

3.

Complete the following calculations.

$$\frac{2}{5} + \frac{2}{5} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$\frac{1}{6} + \frac{4}{6} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$\frac{9}{10} - \frac{6}{10} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$\frac{7}{8} - \frac{4}{8} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

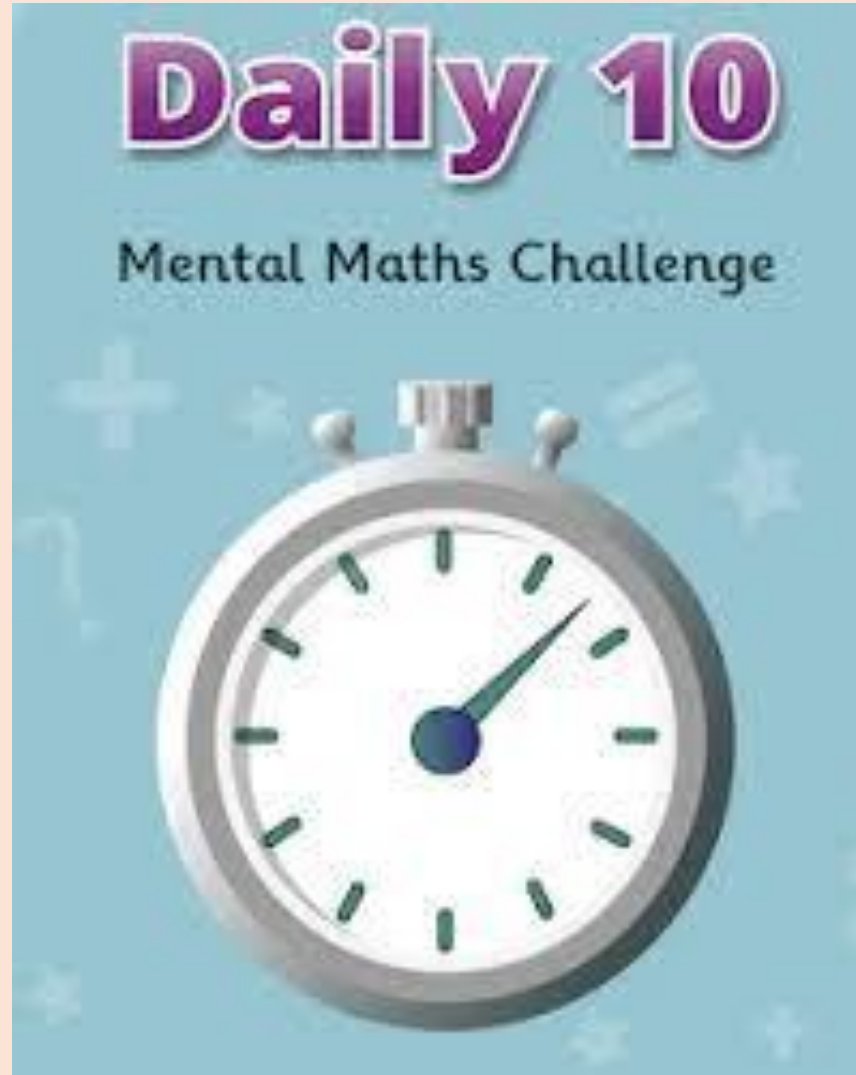
14) Complete the table to show how many days there are in the following:

a year	
a leap year	
April	
February (in a leap year)	
July	
October	

12.05.25

Daily 10 - Mental Maths  
Challenge - Topmarks

$3x$ ,  $4x$  and  $8x$



TBAT: divide a 2-digit number by a 1-digit number with remainders.

Remember

$$48 \div 8 =$$

$$72 \div 8 =$$

$$32 \div 4 =$$

$$24 \div 3 =$$

How many ways can you  
partition 48?

TBAT: divide a 2-digit number by a 1-digit number with remainders.

When using a number line, remember to start at zero and count in your times tables. Count how many jumps you have done and how many left over.

$$47 \div 3 =$$

---

TBAT: divide a 2-digit number by a 1-digit number with remainders.

When using a number line, remember to start at zero and count in your times tables. Count how many jumps you have done and how many left over.

$$57 \div 4 =$$

---

TBAT: divide a 2-digit number by a 1-digit number with remainders.

$$57 \div 4 =$$

---

$$87 \div 5 =$$

---

TBAT: divide a 2-digit number by a 1-digit number with remainders.

## Independent

$$1. 59 \div 3 =$$

$$2. 57 \div 4 =$$

$$3. 99 \div 8 =$$

$$4. 67 \div 3 =$$

$$5. 91 \div 4 =$$

$$6. 73 \div 3 =$$

### Challenge

2) Anton has used place value counters to find the answer to 47 divided by 4. He says that the answer has no remainder.

a) What mistake has Anton made?

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b) How should he correct it?

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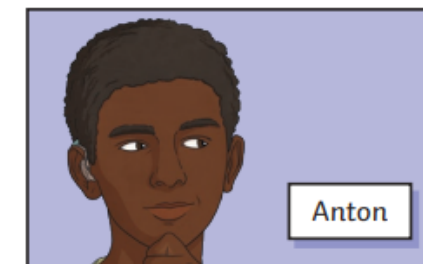


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Tens	Ones
10	1 1
10	1 1
10	1 1
10	1



# TBAT: divide a 2-digit number by a 1-digit number with remainders.

## Mastery

3) Ajani, Jin and Sara have calculated the answer to 87 divided by 5.

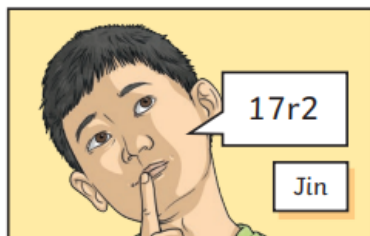
Explain who is correct and explain what mistakes the other children have made.



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# TBAT: divide a 2-digit number by a 1-digit number with remainders.

## Mastery with GD

3) Ruby has spotted something interesting. Test her hypothesis and explain what you find out.



I noticed that when we divided by 4, the numbers in each set all had a difference of 4. I think that if I repeated the activity with numbers divisible by 3 or 5, the same thing would happen.



Monday 12th May 2025  
Handwriting



**Warm up** – fine warm up – clap and fist

**Posture** – are you sitting reading to write?

Right-handed posture



Left-handed posture

Monday 12th May 2025  
Handwriting - Term 3 - unit 22



Practice joins:

**Unit 22** – Joins – non and co.

**Then** - practice writing the words – nonsense and collect.

Monday 12th May 2025

TBAT: make inferences about a text.

3 in 3

Leo was afraid of the shadow in his closet. Every night, he stared at it from his bed, heart thumping like a drum. One evening, his big sister Mia said, “Let’s take a closer look together.”

They tiptoed to the closet. Mia gently opened the door, and together they discovered... it was just Leo’s coat hanging from a hook!

Leo laughed. “That wasn’t scary at all!”

Mia smiled. “Sometimes, when we face our fears, they aren’t so big anymore.”

From that night on, Leo slept peacefully. When new fears came, he remembered to look closely, ask for help, and be brave—just like that night with the shadow in the closet.

- 1. What was Leo afraid of at the beginning of the story?**
- 2. How did Mia help Leo with his fear?**
- 3. What did Leo learn about facing his fears?**

Monday 12th May 2025

TBAT: make inferences about a text.

**Blue** – What does the word inference mean?

**Green** – What does the word predict mean?

**Challenge** – Think of an expanded noun phrase for the word 'door'

Monday 12th May 2025

TBAT: make inferences about a text.

## Vocabulary

**Harmless** - something that cannot hurt you or cause any danger.



**Conquer** - to overcome or defeat something.

Read pages 46 - end



Monday 12th May 2025

TBAT: make inferences about a text.

## **Multiple choice – whole story.**

1. What was Marcy afraid of?

**Flying    the dark    Thoth**

2. Where did Marcy travel to?

**Spain          Denmark          Egypt**

3. What did Thoth turn into?

**A tiny bird    a pile of sand    a star**

Monday 12th May 2025

TBAT: make inferences about a text.

## **Infer**

1. What might Marcy have thought when Thoth turned into a tiny bird?
2. How might Thoth have felt to be turned into a tiny bird?
3. Why do you think Marcy couldn't wait to tell her parents about her adventures in Egypt?
4. How was Marcy different when she went to bed that night?
5. How will Marcy react when her father wants to go on another adventure?

## **Challenge – Predict**

Do you think Marcy will go on more adventures now? Where do you think she might go?



Monday 12th May

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 12th May

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 12th May

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.

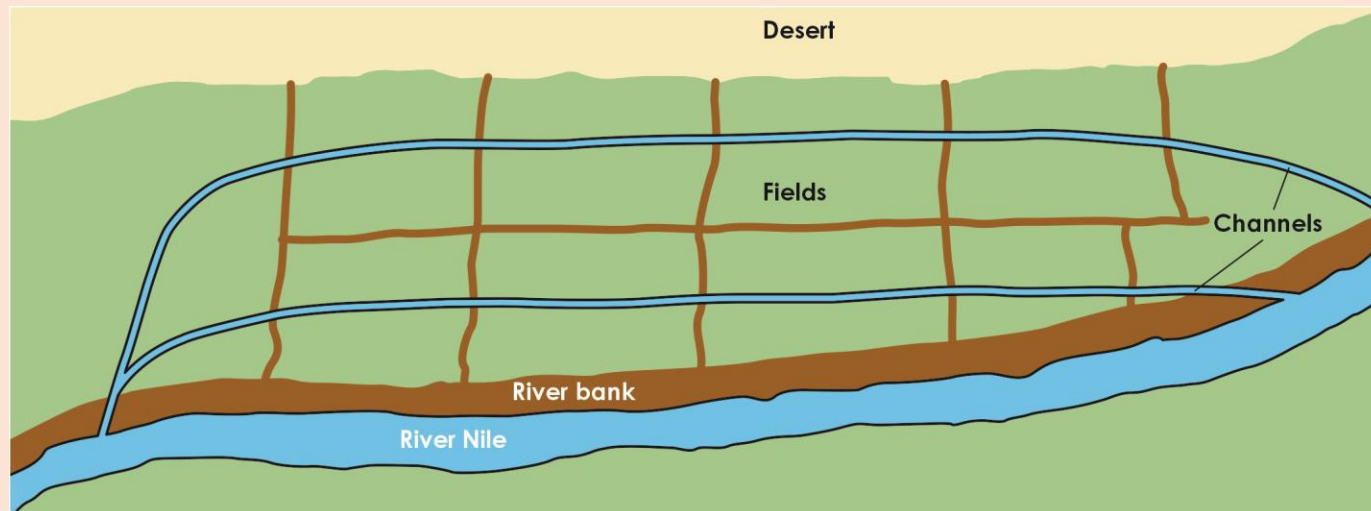
Most people in Ancient Egypt lived along or near the river.



## 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.

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



## 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.

A large, empty rectangular box with a thin purple border, intended for a student to draw a picture of what they think the most important thing the Nile provided.

Explain what you have chosen and why.

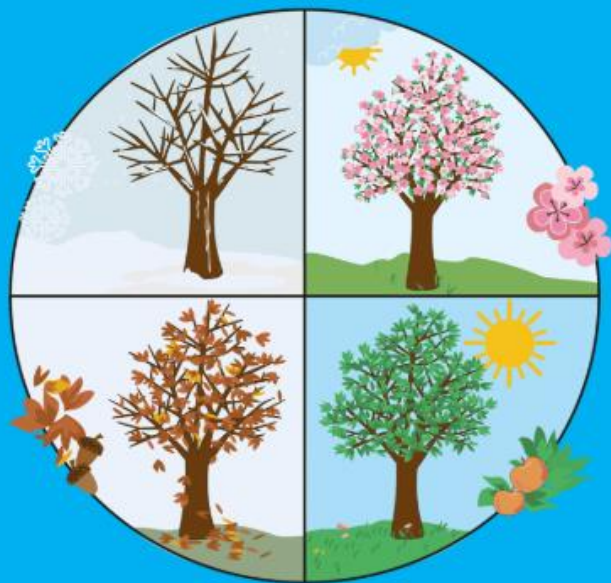




lundi 12 mai

TBAT: name and remember the four seasons in French.

# Les saisons



[Home](https://www.languageangels.com)  
[\(languageangels.com\)](https://www.languageangels.com)

Unit – Seasons

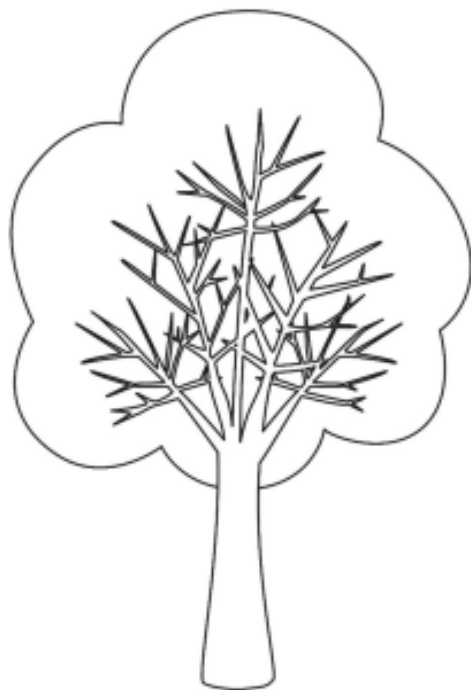
## Lesson 2

lundi 12 mai

TBAT: name and remember the four seasons in French.

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

**Instructions:** Rearrange the words in the box below to make a short phrase about winter in French using the images to guide you.



il fait froid

En hiver

et

il neige