

Tuesday 9th September 2025

Morning challenge

History books

Complete yesterday's fact file about Julius Caesar.

Independent Activity:

Create a fact file on Julius Caesar and the Romans.

You must include:

- 3 facts about Julius Caesar
- 3 facts about the Romans
- Why the Romans wanted to invade Britain.






French books

Complete the independent activity from yesterday.

Fact File	
<u>Julius Caesar</u>	<u>The Romans</u>
<u>Why did the Romans want to invade Britain?</u>	

Nom: _____

INSTRUCTIONS: Look at the facial expressions of the 5 characters. Write out how they are feeling in French using the Word Bank to help you.

 ç_ v_ m_	 ç_ v_ b_	 c_ _ _ c_ , c_ _ _ ç_
 ç_ v_ t_ _ _ m_	 ç_ v_ t_ _ _ b_	

WORD BANK ça va mal ça va très bien ça va bien
ça va très mal comme ça comme ça

Tuesday 9th September 2025

Word work – 8.50am - 9.20am

Youngs spelling



Tuesday 9th September 2025

Times tables – 9.20am - 9.30am

[6 Times Table Song \(Cover
of Shake It Off by Taylor
Swift!\)](#)

Counting stick

Use post it notes to create the 6 times table.

What number will start with? Why?

Which numbers will be easiest to place on the counting stick?

What can help us place other numbers?



09.09.25

TBAT: add and subtract to the next multiple of 100

3 in 3- **ANSWERS**

$$1. 26 + 100 = 126$$

$$2. \frac{3}{4} \text{ of } 20 = 15$$

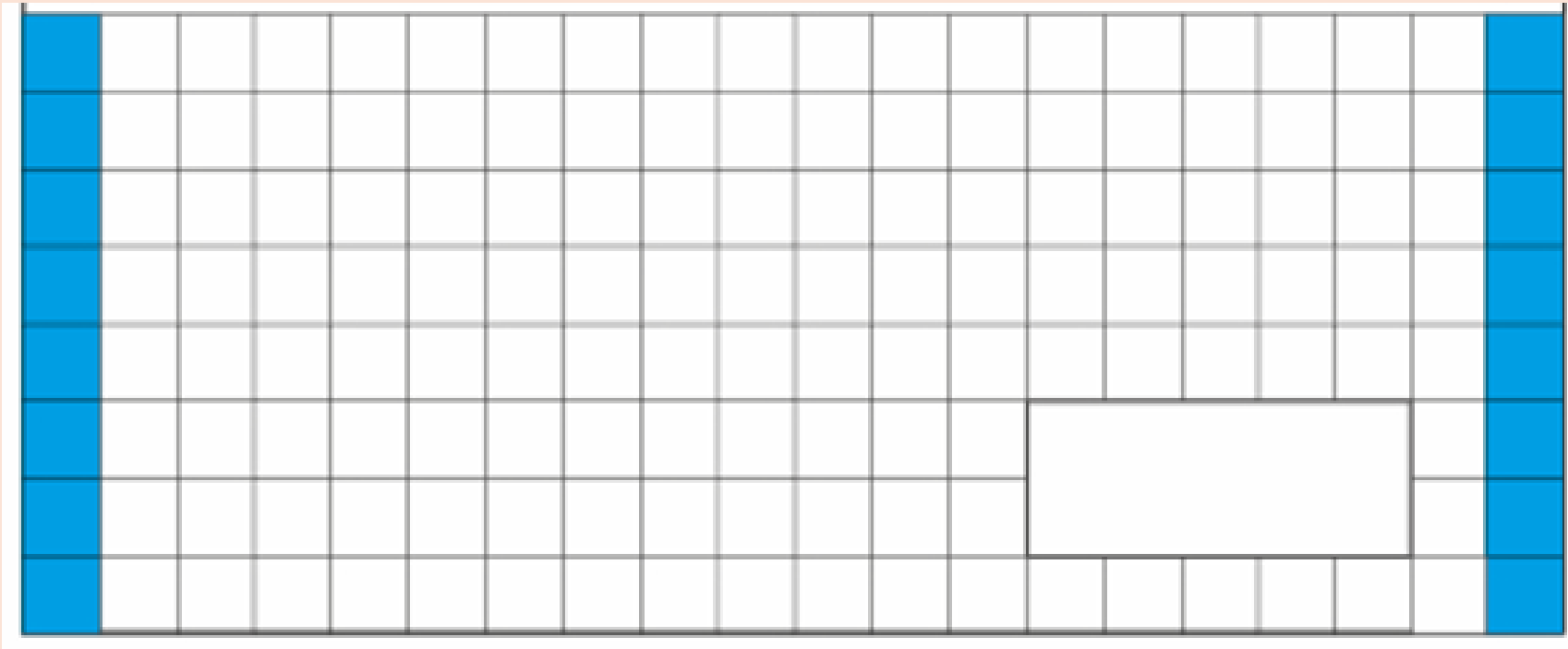
$$3. 398 - 122 = 276$$

Challenge

1. 252

2. 30

3. 552



09.09.25

TBAT: add and subtract to the next multiple of 100

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

[Topmarks](#)

Level 4- 6 times tables

Key Vocabulary

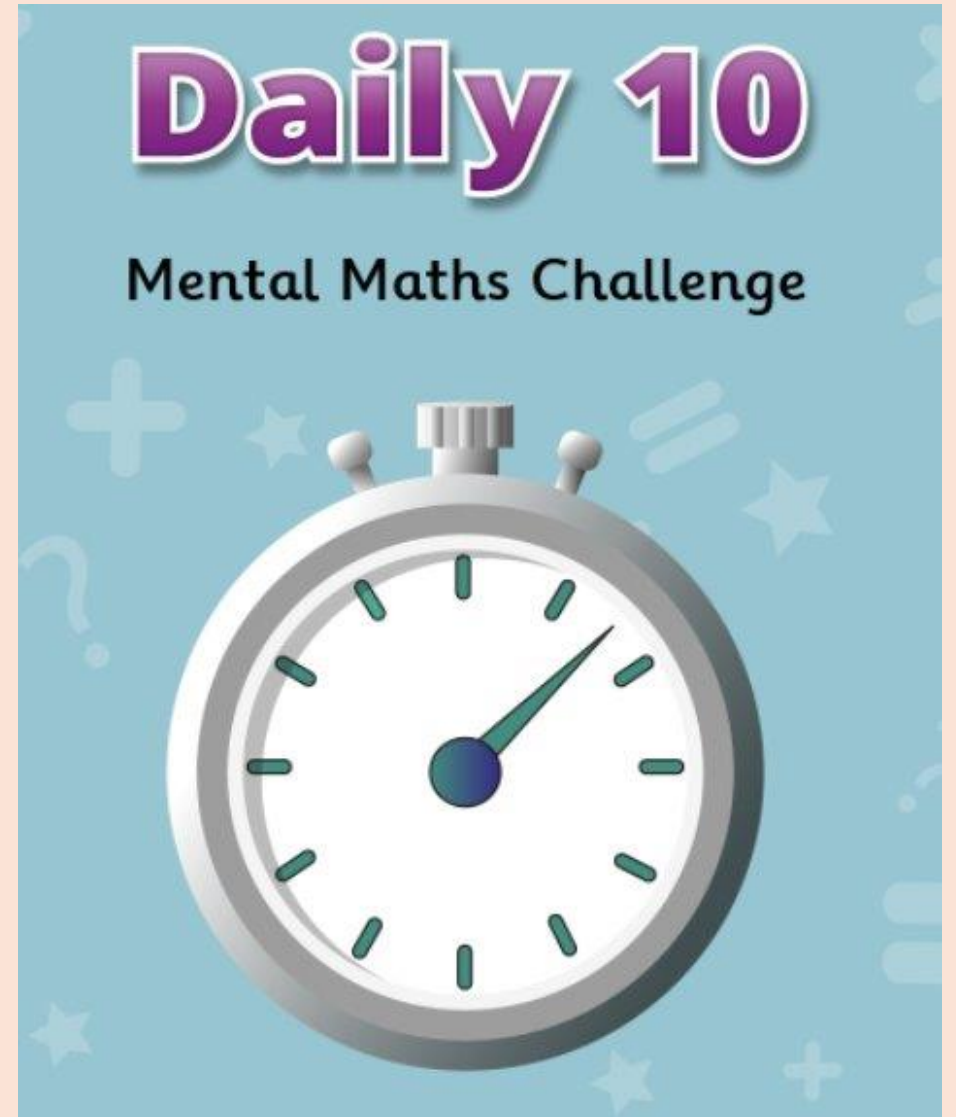
Subtract

Add

Number bond

Difference

$6 \times 1 = 6$
$6 \times 2 = 12$
$6 \times 3 = 18$
$6 \times 4 = 24$
$6 \times 5 = 30$
$6 \times 6 = 36$
$6 \times 7 = 42$
$6 \times 8 = 48$
$6 \times 9 = 54$
$6 \times 10 = 60$
$6 \times 11 = 66$
$6 \times 12 = 72$



09.09.25

TBAT: add and subtract to the next multiple of 100

Partner Talk

Discuss how you could solve the following questions.

$$72 + \underline{\quad} = 100$$

$$285 + \underline{\quad} = 300$$

$$463 - \underline{\quad} = 400$$

Challenge: If my next multiple of 100 is 600 and I need to add 37 to get to this number. What is my number?

09.09.25

TBAT: add and subtract to the next multiple of 100

Independent

Answer the following questions in your book.

Blue

$$147 + \underline{\quad\quad} = 200$$

$$352 - \underline{\quad\quad} = 300$$

Green

$$172 + \underline{\quad\quad} = 200$$

$$627 - \underline{\quad\quad} = 600$$

Challenge: $47 + 163 = 200$. True or false? Explain your answer.

09.09.25

TBAT: add and subtract to the next multiple of 100

What do you have to add and subtract to this number to reach the next **multiple of 100**?

$$\boxed{} - 629 + \boxed{}$$

09.09.25

TBAT: add and subtract to the next multiple of 100

What do you have to add and subtract to this number to reach the next **multiple of 100**?

$$\boxed{} - 845 + \boxed{}$$

09.09.25

TBAT: add and subtract to the next multiple of 100

What do you have to add and subtract to this number to reach the next **multiple of 100**?

$$\boxed{} - 281 + \boxed{}$$

09.09.25

TBAT: add and subtract to the next multiple of 100

Independent

Fill in the numbers you must subtract to get to the previous multiple of 100, and the numbers you must add to get to the next multiple of 100.

- 73	573	+ 27
- <input type="text"/>	346	+ <input type="text"/>
- <input type="text"/>	682	+ <input type="text"/>
- <input type="text"/>	295	+ <input type="text"/>
- <input type="text"/>	168	+ <input type="text"/>
- <input type="text"/>	444	+ <input type="text"/>

RP: Poppy and Molly are comparing marbles. Poppy has 312 purple marbles. Added to Poppy's, Molly's pink marble collection totals 400. How many pink marbles does Molly have? Show your working out.

Challenge

June has a perimeter of 546cm. She needs 64cm more to extend her perimeter to 600cm. True or false? Show your working out.

Mastery

Ashley and Kendal are adding multiples of 100.

$$1,000 = ? + 600$$

Ashley: The missing number is three hundreds.

Kendal: The missing number is four hundreds.

Who is correct? Explain how you know.

GD Mastery

$$\underline{\quad} - 468 = 400$$

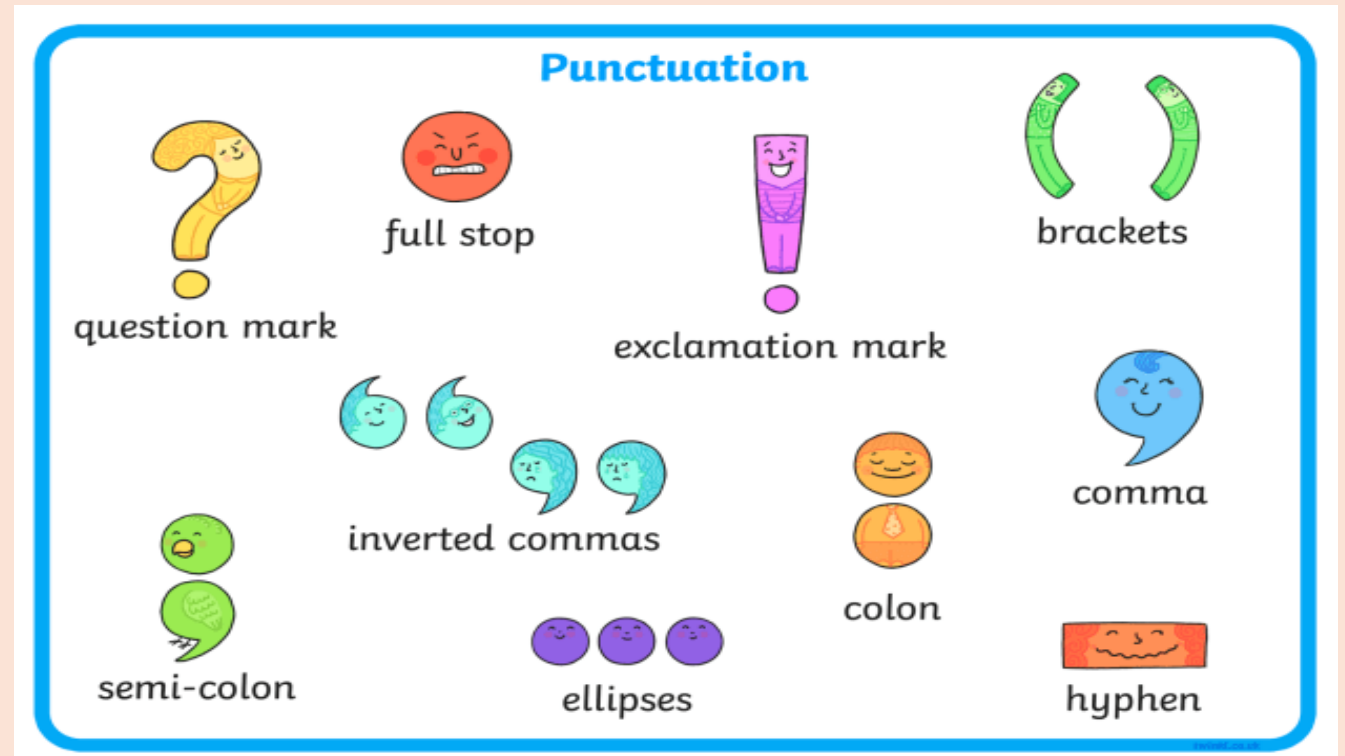
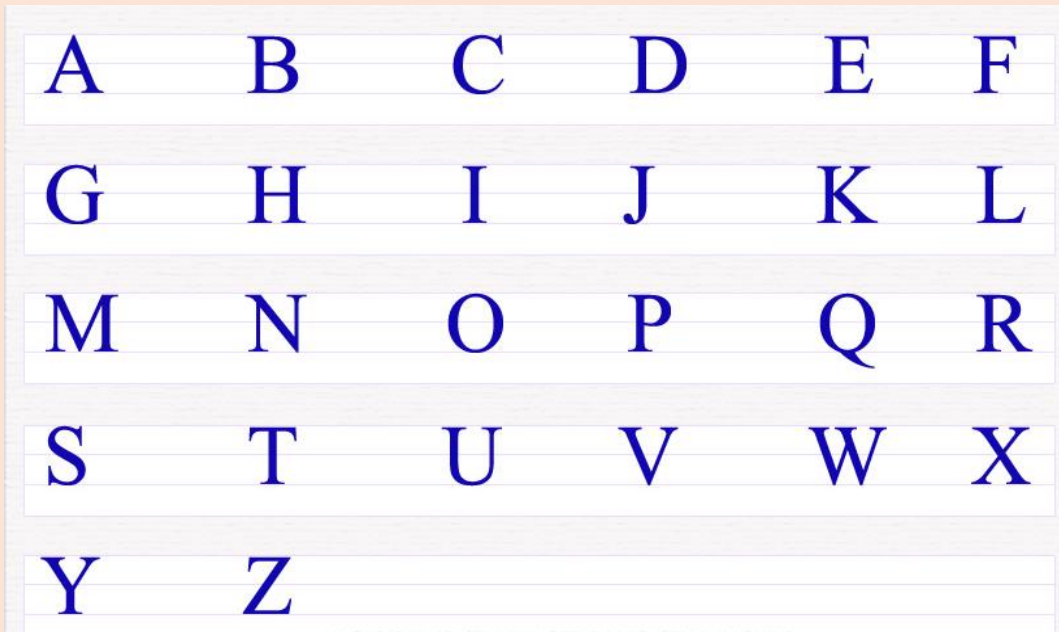
What number must we start with to land exactly on 400?

09/09/25

TBAT: add and
subtract to the next
multiple of 100



The purple pen is for **all capital letters** and **all punctuation**.



You will use your purple pen in **ALL** of your books, including the dates and TBATs.

Examples:

Tuesday 9th **S**eptember 2025

In the garden, **I** could see **M**um's flowers blooming.

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.

1. Which sentence is written in **Standard English**?

Tick **one**

I were talking to the teacher.

1

I was talking to the teacher.

2

The teacher were listening.

3

They was talking to the teacher.

4

2. Tick the sentence that is written in the **present tense**.

Tick **two**

I tried to catch the early bus.

1

He slept the entire day.

2

They have a pretty front garden.

3

The dog was barking non-stop yesterday.

4

3. Insert a **comma** or **commas** in the correct place in the sentences below.

The souvenir shop sells flags mugs toys and snacks.

Yesterday they sold more mugs than snacks.

Challenge

Write your own sentence using the present tense.

Tuesday 9th September

TBAT: begin to use fronted adverbials.

Key Vocabulary

Fronted adverbial - word or phrase that describes the action in a sentence.

Comma - punctuation used for a brief pause. 

For example, *After the rain stopped, Sophie went outside to play.*

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.



Turn and talk

What does each fronted adverbial tell us about the action in the sentence?

A. Beyond the shore, a pod of dolphins were playing in the waves.

B. Later that night, they started a bonfire to roast marshmallows on.

C. Every Sunday, we have apple crumble for pudding.

D. Joyfully, the girls played on the swings.

Challenge - Use a time adverbial in your own sentence.

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.

A. Beyond the shore, a pod of dolphins were playing in the waves. (place)

B. Later that night, they started a bonfire to roast marshmallows on. (time)

C. Every Sunday, we have apple crumble for pudding. (frequency)

D. Joyfully, the girls played on the swings. (manner)

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.

Fronted adverbials are used to describe the action in the main clause.

For example:

Without warning, the shutters on the window slammed shut.

Turn and talk

Which punctuation has been used to separate the fronted adverbial from the main clause?

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.

Compare these two paragraphs:

A hush fell across the village. The snow was coming. Beautiful flakes of snow floated down until the ground was covered in white dust. It looked magical.

One cold night, a hush fell across the village. The snow was coming. Silently, beautiful flakes of snow floated down until the ground was covered in white dust. It looked magical.

Why is it important to add fronted adverbials to the main clauses?

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.

Where is the fronted adverbial below?

What do you need to do to complete this sentence?

Suddenly she realised that somebody was behind her.

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.

Where is the fronted adverbial below?

What do we need to do to complete this sentence?

In the rainforest canopy the monkeys swung from branch to branch.

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.

Add your own fronted adverbial to the sentences below.

Blue

_____, the bird sat in its nest.

Green

_____, the poison dart frog made a loud sound.

Challenge

Think about a different fronted adverbial you could use. Could you change the meaning of your original sentence?

Tuesday 9th September 2025

TBAT: begin to use fronted adverbials.

Independent Task - don't forget to use your purple pen

1. _____ the Romans marched into the village.
2. _____ the emperor shouted aggressively.
3. _____ Julius Caesar invaded Britain.
4. All of a sudden,
5. In the distance,

Challenge:

6a. Which fronted adverbial has been used correctly? Explain your answer.

A. Late yesterday evening I walked steadily along the tightrope.

B. Early tomorrow morning, I walked steadily along the tightrope.

C. With arms out wide, I walked steadily along the tightrope.

Tuesday 9th September 2025

TBAT: understand verse and chorus song structure.

[The Collins Hub Educator > Library](#)

Building, Lesson 1, Everybody's building



Tuesday 9th September 2025

TBAT: draw a self-portrait.

Turn and talk

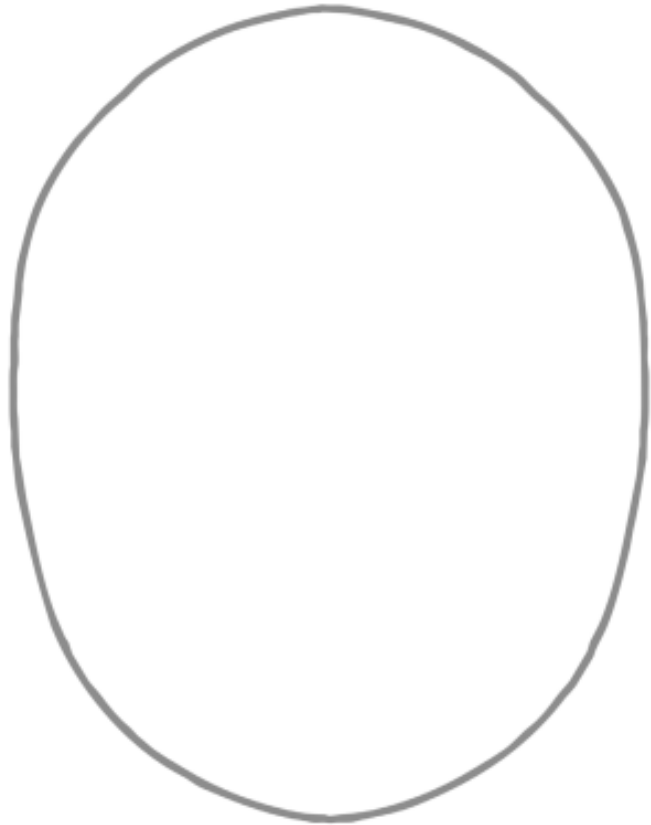
What is a self-portrait?

What skills might you need to draw a self-portrait?

Where would you start when you first draw your self-portrait?

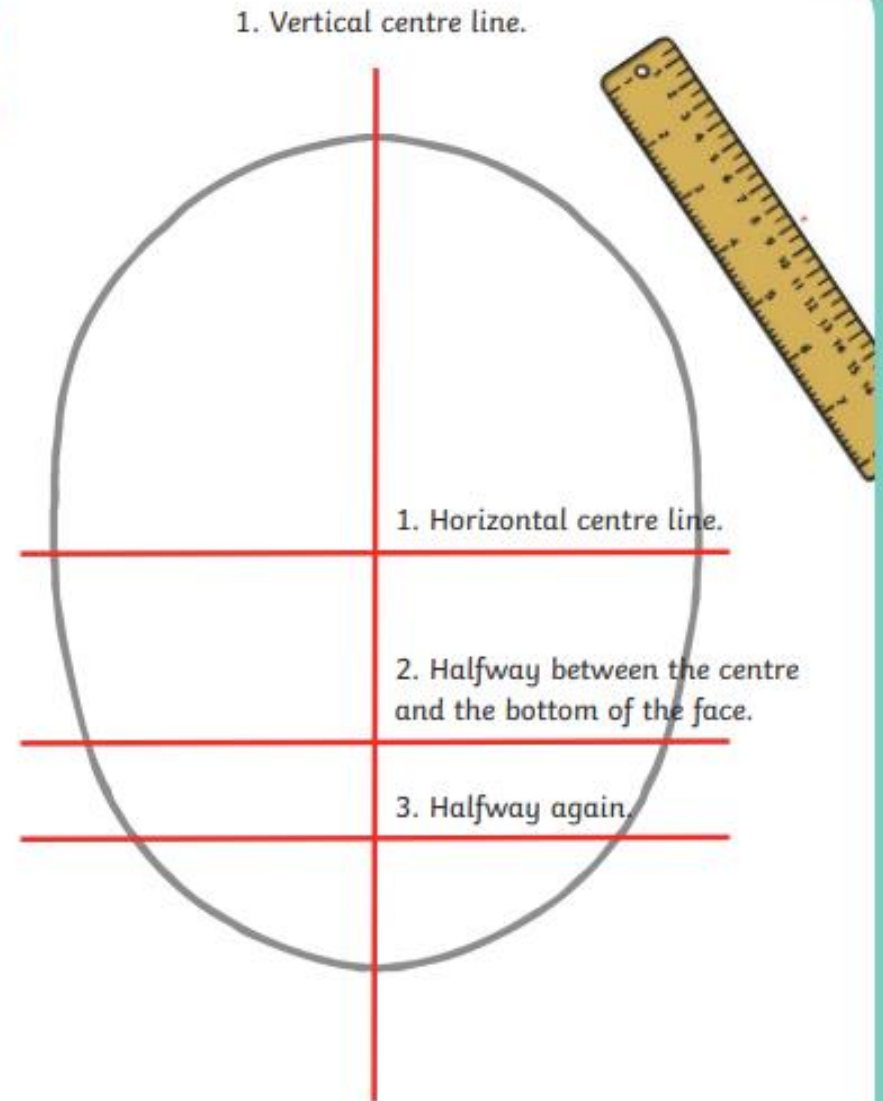
Open your sketchbooks and write today's date and TBAT.

1



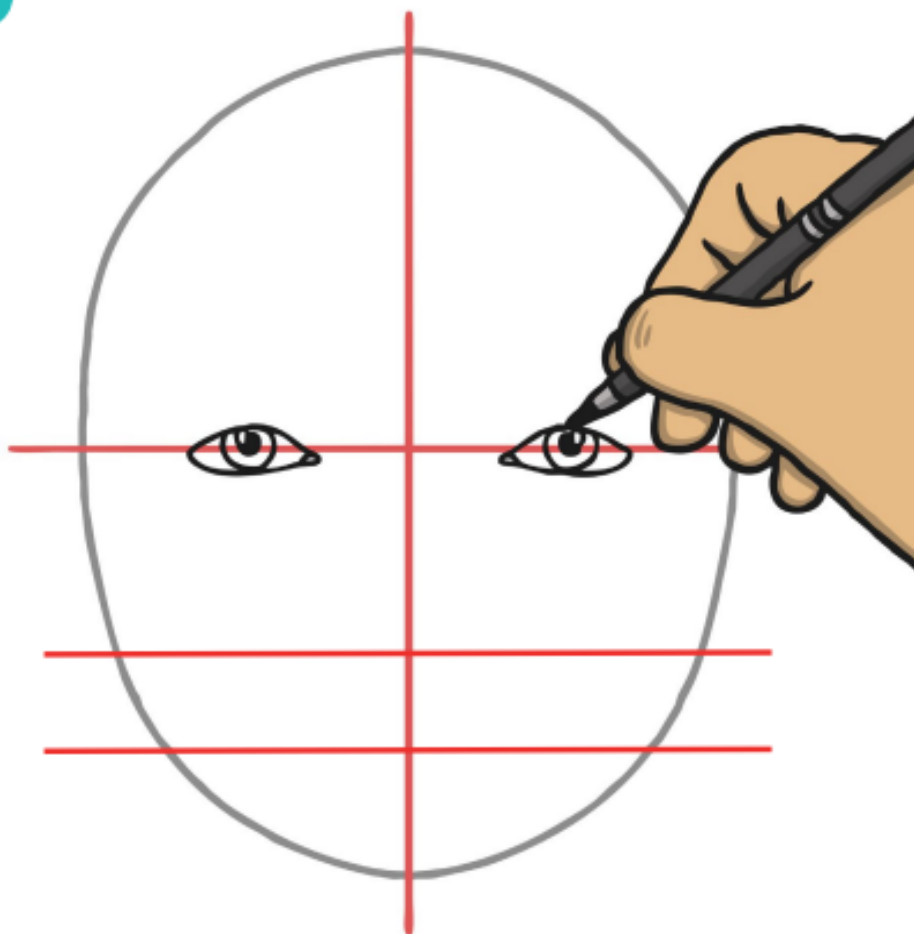
Draw a faint oval. You will go back over this later after you have drawn the hair.

2



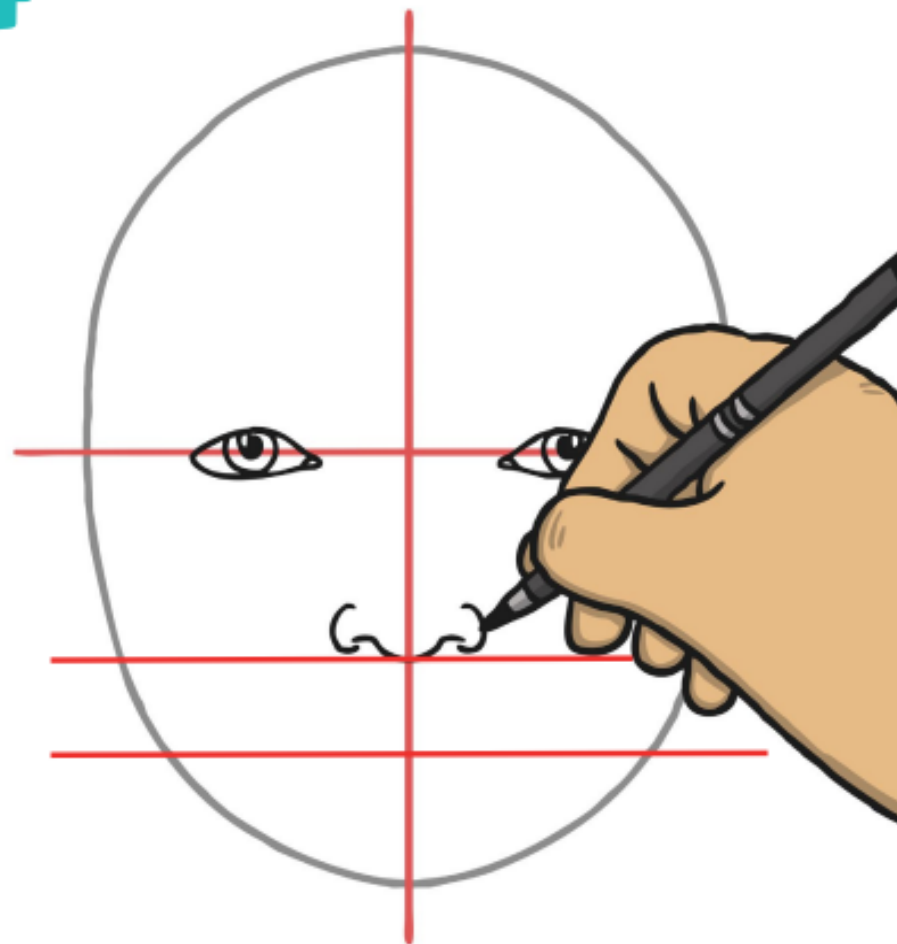
Mark some very faint guidelines with a pencil and ruler.

3



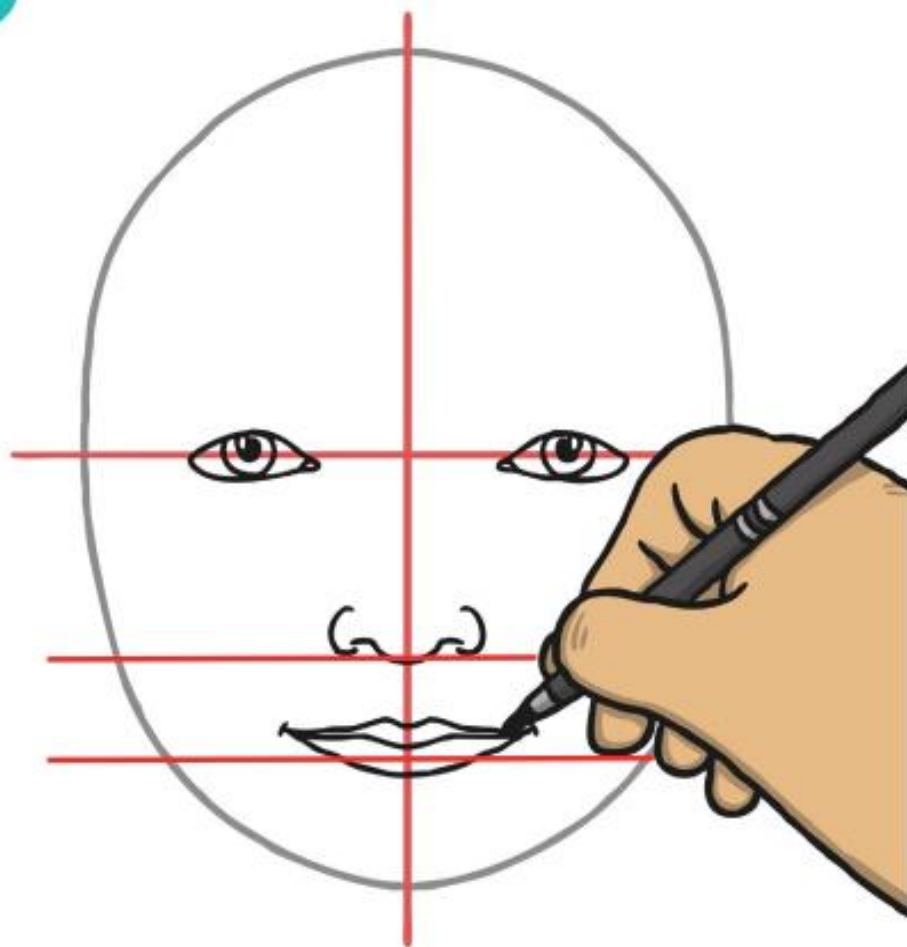
Draw the eyes.

4



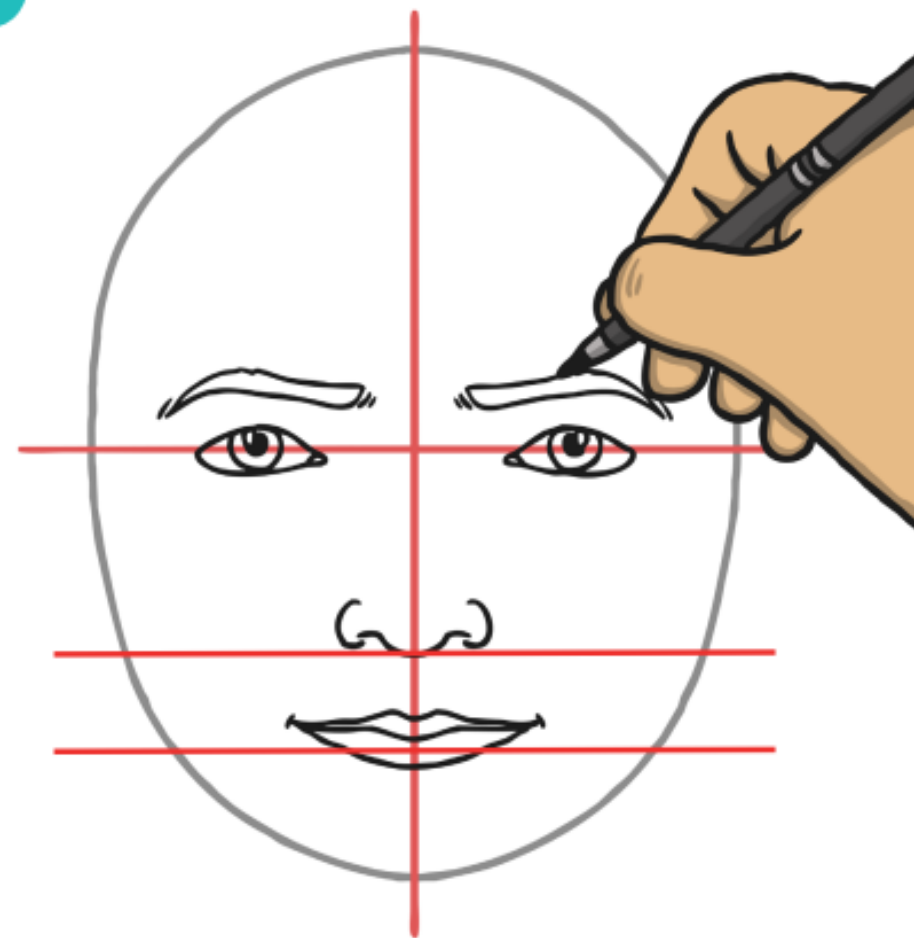
Draw the nose.

5



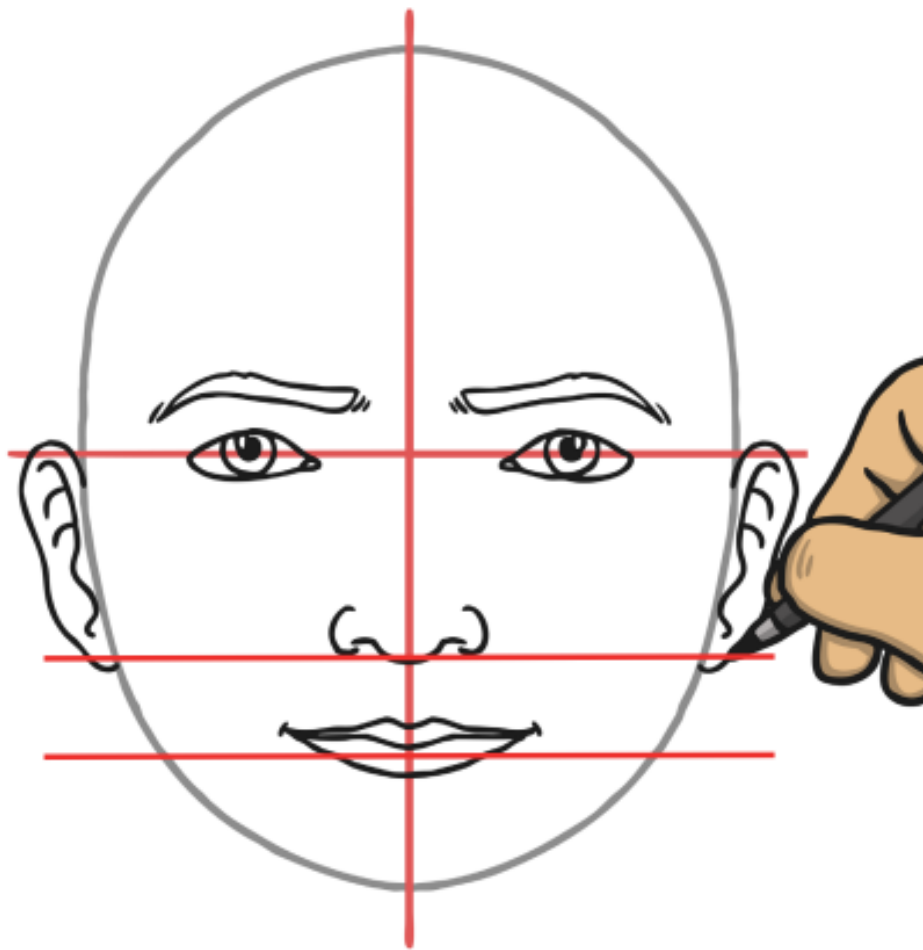
Draw the mouth.

6



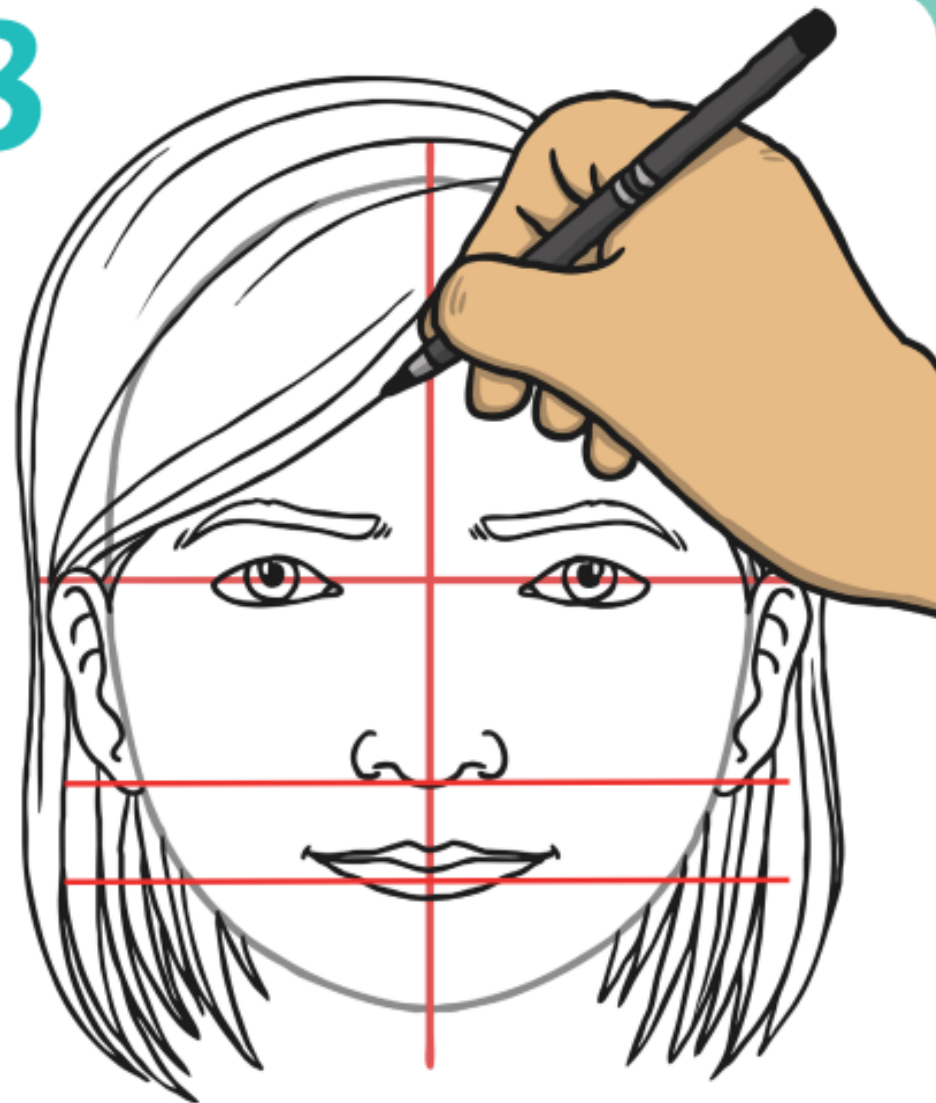
Draw the eyebrows.

7



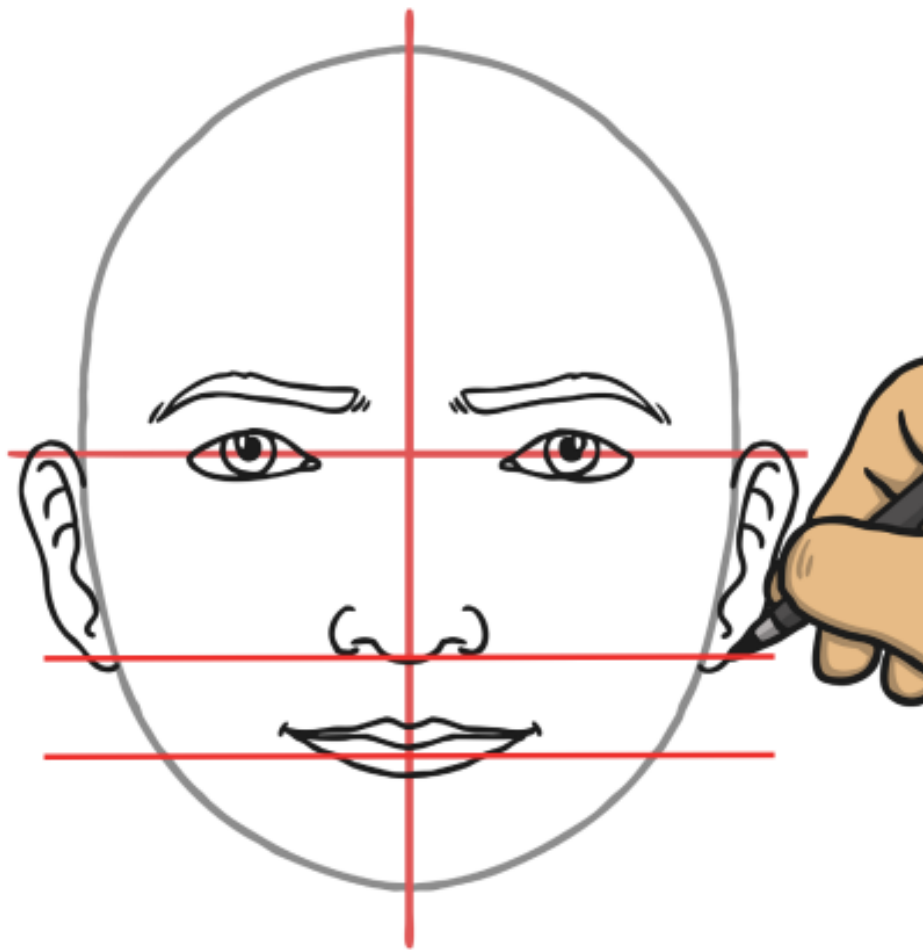
Draw the ears.

8



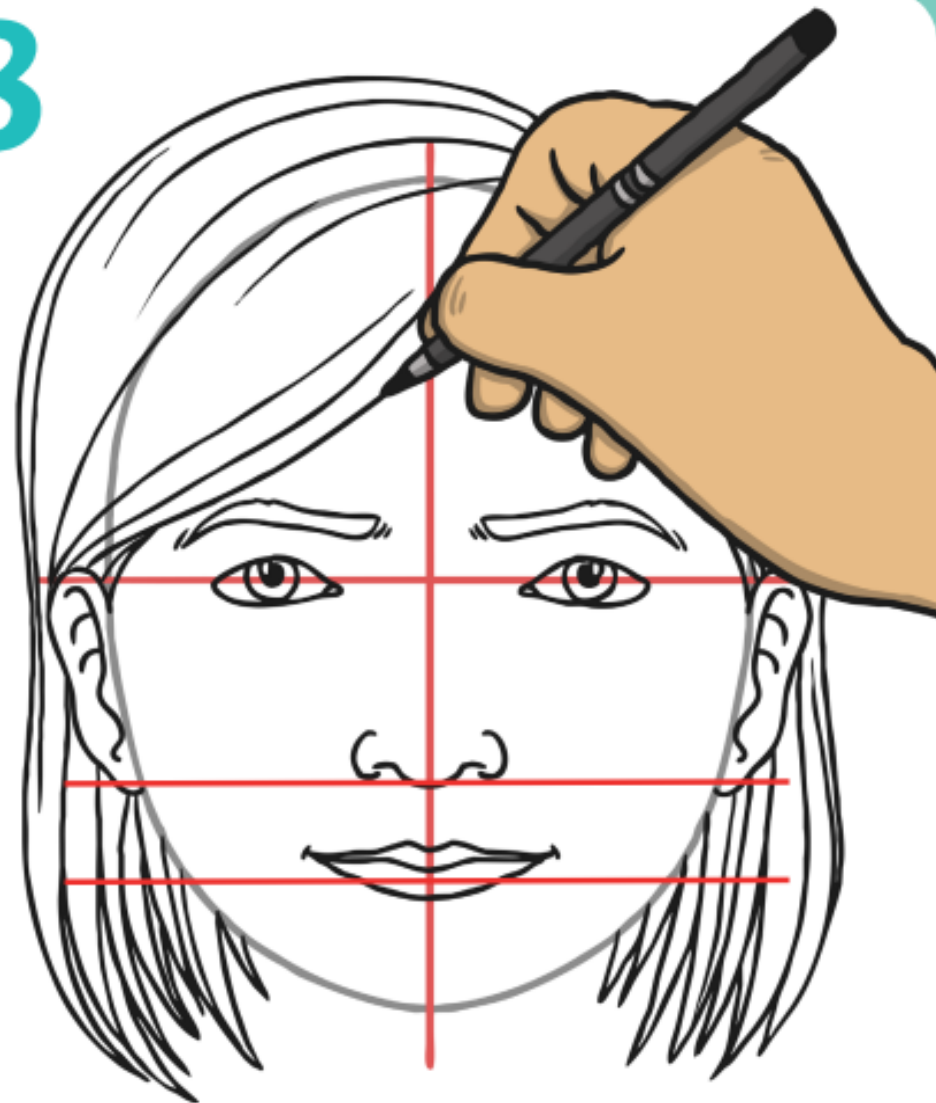
Draw the hair.

7



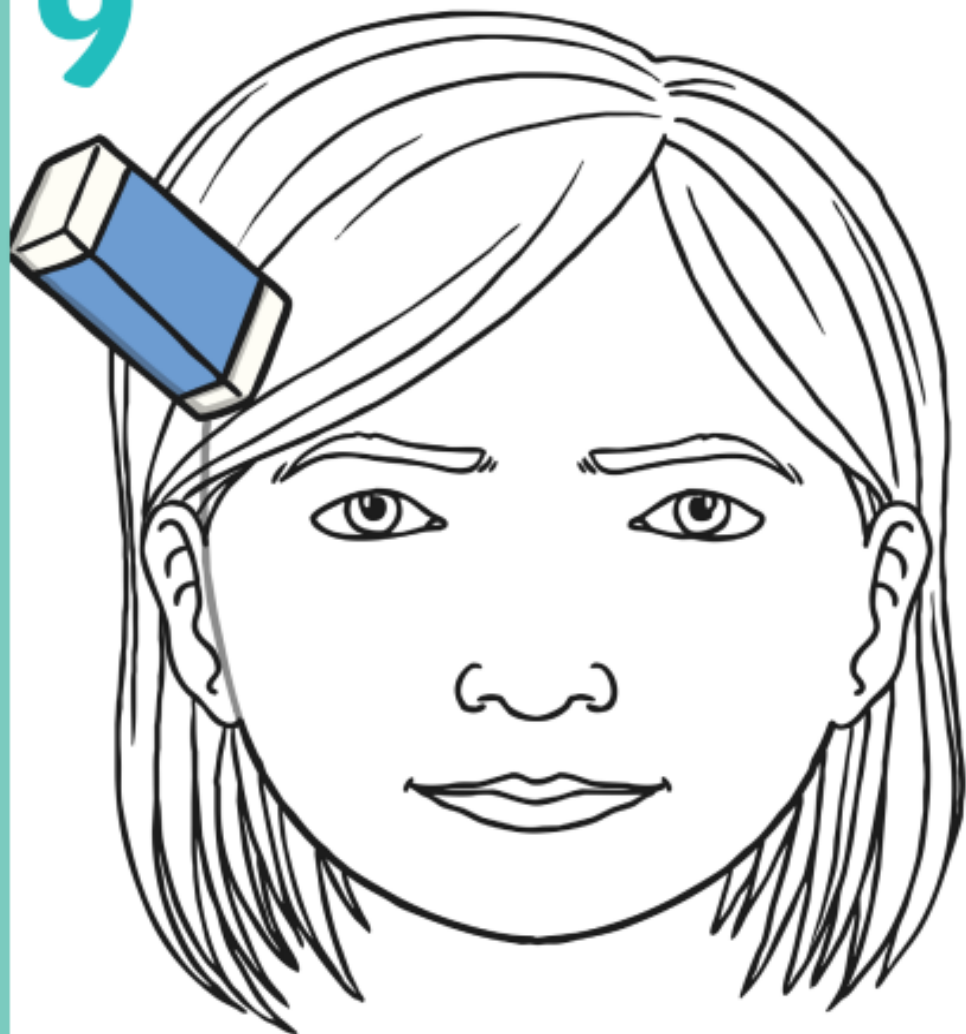
Draw the ears.

8



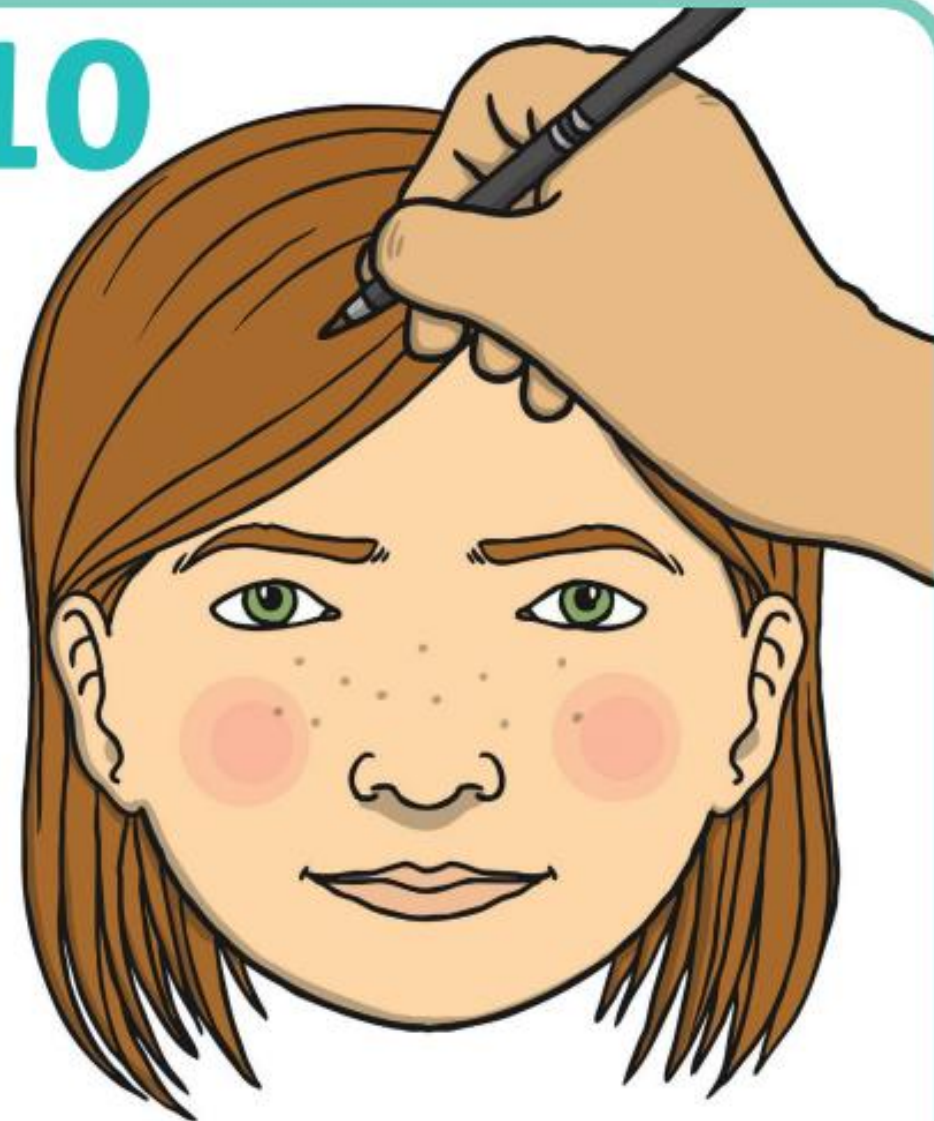
Draw the hair.

9



Go over the lines of the oval that aren't covered by hair. Erase the faint guidelines and the oval lines that are covered by hair.

10



Colour in the face. Don't forget to add the pupils in the eyes and any freckles or other details on the face.

Tuesday 9th September 2025

TBAT: develop attacking skills to move towards goal

Rugby



Get Set 4
Education

Knowledge Organiser Rugby Year 4

About this Unit

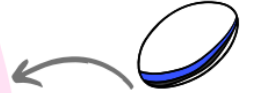
Rugby is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Rugby was created in 1823 at Rugby School, when William Webb Ellis, one of the pupils there, picked up the ball whilst playing football and began running towards the opposition's goal. In 1871, the first international game was played and rugby is now played all over the world.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Rugby balls are different to most other balls because of their 'egg shape'. The balls were made using rubber tubes which because of their flexibility became oval by accident!



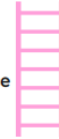
Can you think of any other invasion games that share these principles?

Key Vocabulary

accelerate: speed up
delay: to slow an object or player
dodge: change direction quickly, often used to lose a defender or avoid being caught
forward pass: when the ball is passed in the direction of a team's try line
gain: get possession of the ball
invasion: a game of two teams who invade each other's space to score goals
limit: to reduce
offside: when a tag is made, all defending players must get into an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.

onside: when the defender is in front of the ball carrier
option: possible choices
pitch: the space used for a tag rugby game
possession: to have
supporting: being an option for the person with the ball
tournament: a competition of more than two teams
track: to move your body to get in line with a ball that is coming towards you
try: the name of a point scored by placing the ball over the try line

Ladder Knowledge



Sending & receiving:

Cushioning a ball will help you to control it when catching it.

Space:

Moving into space will help your team keep possession and score goals.

Attacking and defending:

As an attacker run to the try line if there is a clear path. Pass when a teammate is free and in good space. As a defender track a player to stop them from being an option. Try to tag the ball carrier.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

This unit will also help you to develop other important skills.

Social support others, inclusion, communication, collaboration, respect

Emotional determination, honesty, independence, perseverance

Thinking decision making, comprehension, select and apply, reflection, identify strengths and areas for development

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- Once you have tagged, stand still, shout 'tag two' followed by the number tag it is e.g. 'tag two' then give the tag back. The attacker has 3 seconds to pass then must place the tag back on their belt before re-joining the game. If the defending team make three tags in one attacking play, they gain possession. A player cannot be tagged when taking a free pass.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.
- If a team uses a forward pass (any pass where the ball travels in the direction of the team's scoring/try line), a free pass is given to the non-offending team.

Offside:

- When a tag is made, all defending players must get into an onside position.
- Onside is in front of the ball carrier, offside is behind the ball carrier.
- Defenders must be three big steps in front of the ball carrier after a tag has been made and are not allowed to intercept or block the pass after a tag is made.



Blue team try line

Tactics

Using tactics will help your team to maintain possession and score or deny space, gain possession and stop goals.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a rugby club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

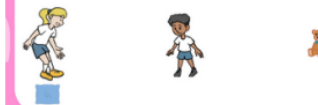
Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

The Rescuer

What you need: a marker e.g. a cushion, an object e.g. a teddy bear and a partner

How to play:

- Place your marker down to indicate the start and finish spot.
- Place your object 10m away.
- One person, the rescuer, begins on the start marker, partner begins three big steps away. Rescuer attempts to reach the object and bring it back to the marker without being tagged by your partner.
- If tagged, the rescuer must go back to the start marker to try again.
- Have three attempts then change roles.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Tuesday 9th September 2025

TBAT: develop attacking skills to move towards goal

You have 4 MINUTES to get changed into your full PE kit – silently!

1st- receive 5 marbles

2nd- receive 4 marbles

3rd- receive 3 marbles

4th- receive 2 marbles

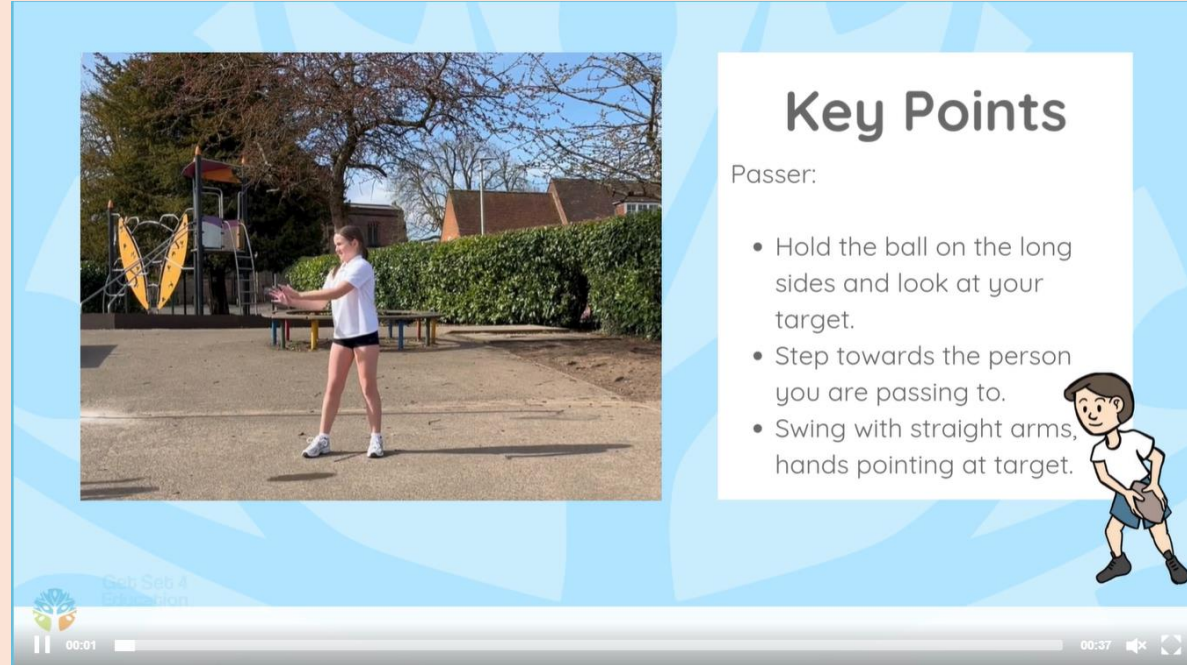
5th- receive 1 marble

4 min timer

<https://youtu.be/uW7DCSR4h4E?si=8f8JhD8rlWDqTCF8>

Please collect the marbles from your own classroom.

Tuesday 9th September 2025



Key Points

Passer:

- Hold the ball on the long sides and look at your target.
- Step towards the person you are passing to.
- Swing with straight arms, hands pointing at target.

00:01 00:37

Press this link to watch the 'passing and receiving' video:

<https://storage.getset4education.co.uk/getset4pe-getset4education-secure/Content/DynamicMedia/Resources/27385.mp4?skoid=7ca3b698-b06f-42fb-89ba-fad409dc2d3a&sktid=1c7df8b6-6176-4d41-9808-99bc792ecf19&skt=2025-09-03T15:26:21Z&ske=2025-09-09T15:41:21Z&sks=b&skv=2021-08-06&sv=2021-08-06&st=2025-09-04T09:43:46Z&se=2025-09-04T12:58:46Z&sr=b&sp=r&sig=T9tOb2tpjkaOryd4UvqblUEbAnsHeXTI2wLSc%2BAiL8M=>