

10.11.25

Times tables



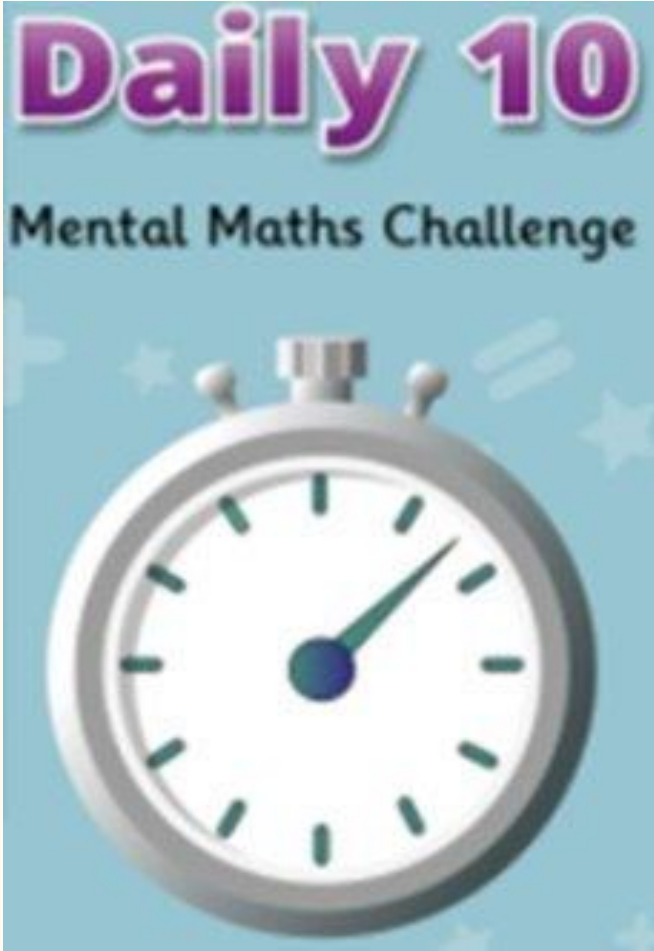
[4 Times Table Song \(APT be Rosé and Bruno Mars\)](#)

Fill in the missing numbers:

4 , ____ , 12 , 16 , ____ , 24 , ____ ,
32 , ____ , ____ , 40.

10.11.25

TBAT: find fractions of an amount



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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

10.11.25

TBAT: find fractions of an amount

3 in 3

1. Order the unit fractions (smallest to greatest)

$\frac{1}{10}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{2}$

2. Compare the fractions

$\frac{1}{6}$ ____ $\frac{1}{5}$

3. Halve of 46?

Find $\frac{1}{2}$ of 14

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TBAT: find fractions of an amount



[The Fractions Song](#)

10.11.25

TBAT: find fractions of an amount

Talk partners

How could we find the following answers?

$\frac{1}{2}$ of 12

$\frac{1}{4}$ of 8

How could you work out $\frac{1}{4}$ of 20?

10.11.25

TBAT: find fractions of an amount

When we find a fraction of an amount:

$$\frac{1}{5} \text{ of } 20 =$$

We divide by the denominator

$$20 \text{ divided by } 5 = 4$$

And multiply by the numerator

$$4 \times 1 = 4$$

$$\text{Answer: } \frac{1}{5} \text{ of } 20 = 4$$

10.11.25

TBAT: find fractions of an amount

Let's have a go at the following fractions of an amount:

$$\frac{2}{4} \text{ of } 12 =$$

$$\frac{1}{5} \text{ of } 25 =$$

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TBAT: find fractions of an amount

$$\frac{1}{3} \text{ of } 12 = \square$$

$$\frac{1}{4} \text{ of } 16 = \square$$

$$\frac{2}{3} \text{ of } 15 = \square$$

$$\frac{3}{4} \text{ of } 12 = \square$$

I have 4 toys on the floor. This is $\frac{1}{4}$ of the total amount of toys I have. How many do I have in total?

10.11.25

TBAT: find fractions of an amount

Independent Task

1. $\frac{1}{2}$ of 18 =

2. $\frac{2}{7}$ of 21 =

3. $\frac{1}{5}$ of 45 =

4. $\frac{3}{6}$ of 24 =

5. There are 27 batteries in a pack. How many batteries are in $\frac{1}{3}$ of a pack?

5a. Fill in the missing box to make the statement true.

Challenge

$$\frac{1}{4} \text{ of } 16 < \frac{1}{5} \text{ of } \boxed{}$$

9b. Claire was sorting the bottles in her bathroom. She threw away lots of bottles until only one quarter were left.



How many bottles did Claire have to begin with? Explain your answer.

4. Becca has a pack of 30 paper clips.

- One third of the paper clips are red.
- One fifth of the paper clips are blue.
- One tenth of the paper clips are green.

Her friend Ryan says,

Mastery Challenge
with Greater Than



There are more green than red paper clips because finding a tenth of an amount will give a larger answer than finding a third.

Do you agree? Explain your reasoning.

Monday 10th November

TBAT: spell adverbs with the suffix -ly.

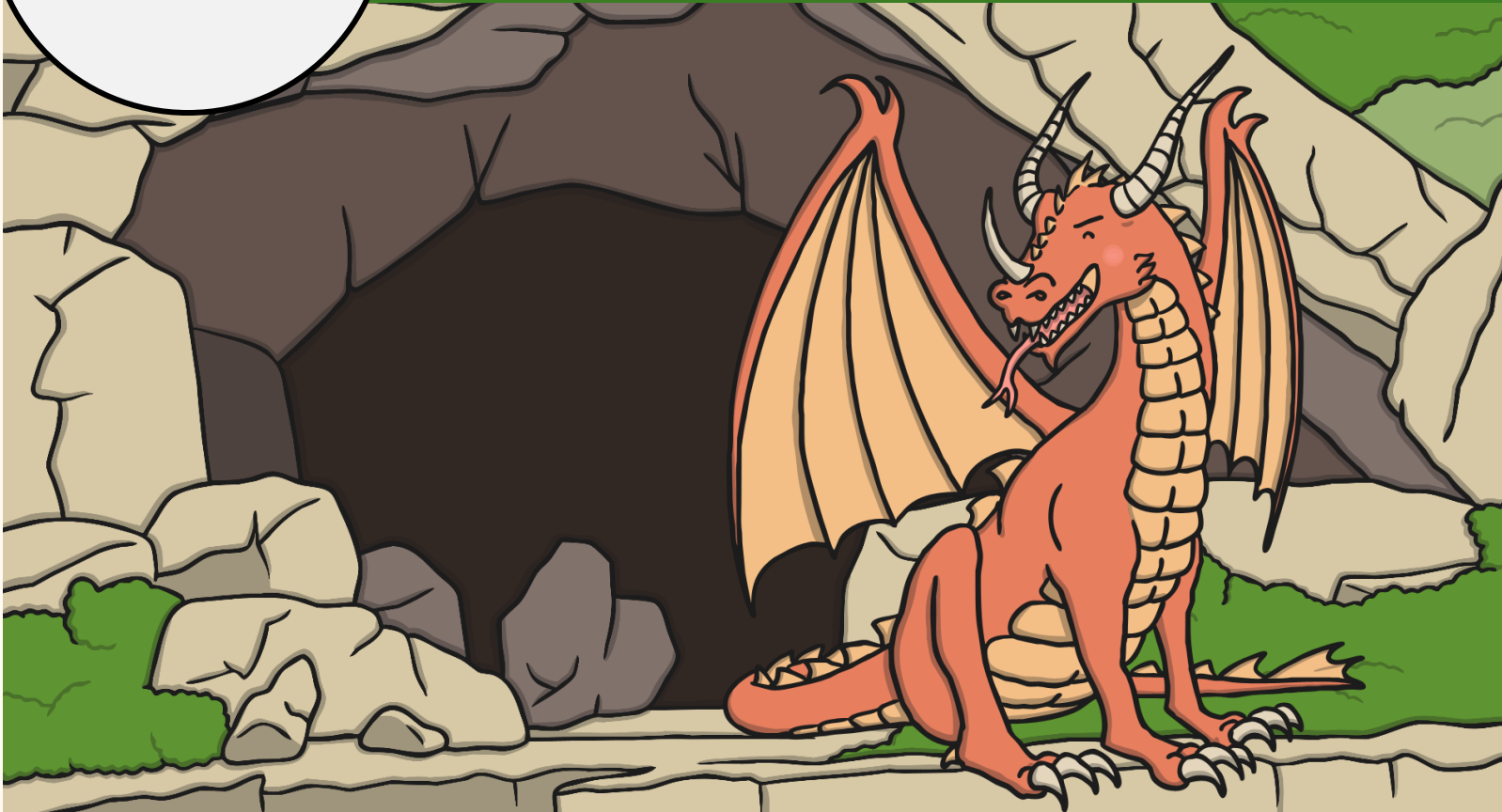
Talk partners

What is an adverb?

How many examples can you think of?

Which is the
adverb in this
sentence?

The dragon snorted happily as he rose
out of his dingy cave.

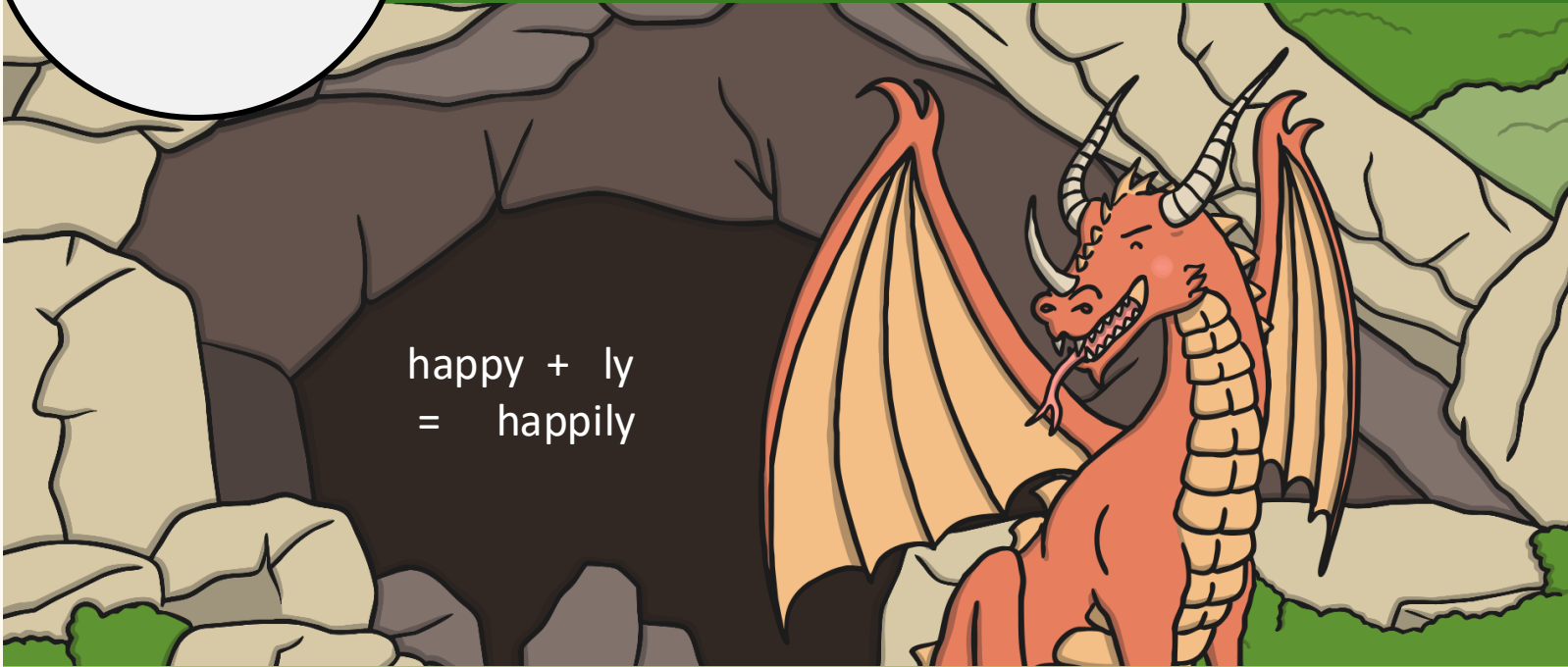


Which is the
adverb in this
sentence?

The dragon snorted happily as he rose
out of his dingy cave.

happy + ly
= happily

What has happened to the root word?
The 'y' has vanished and it has been replaced by an 'i'!



Did you
think of
any?

Does this always happen to root words that end in 'y' when the -ly suffix is added to turn them into adverbs?

START

Whilst working with a partner, in the next two minutes, can you think of anymore root words that lose their 'y' and magically gain an 'i' when the -ly suffix is added?



Usually, the 'y' disappears and changes to an 'i' in words that end in y and also have more than one syllable, for example...

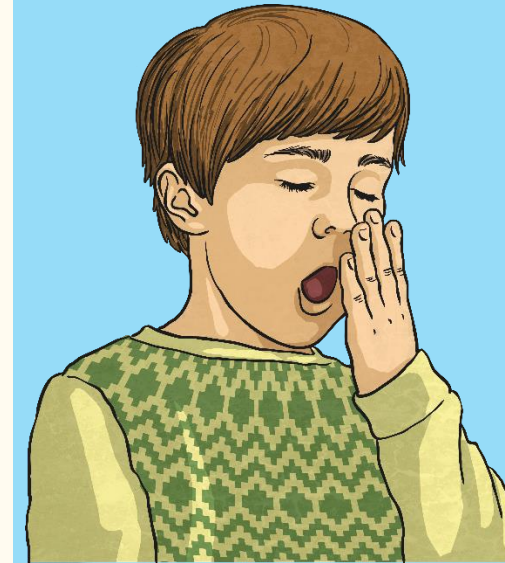
happy + ly
= happily



angry + ly
= angrily



weary + ly
= wearily



Monday 10th November

TBAT: spell adverbs with the suffix -ly.

happily
angrily
lazily
easily
busily
greedily
messily
wearily
cheekily
clumsily



Challenge - Use each Y3/4 word in a correctly punctuated sentence.
Include a conjunction.

Monday 10th November

TBAT: make predictions about a text and use words in context.

3 in 3

Stone Age people were incredibly resourceful, creative and resilient. Many of the technologies and foods we depend on today were developed by our Stone Age ancestors. Many of their challenges (climate change, migration) and passions (art) are familiar to us today. Archaeologists have studied the period for at least one hundred years and we do know a lot about it. The Stone Age is a mind-bogglingly long period of time, so we have divided it up into the Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age).

1. Find and copy a word which means overwhelming and startling.
2. Name 3 traits of the Stone Age people.
3. Why do you think Archaeologists split the Stone Age era into three?

List synonyms for the word **challenges** in the context of the sentence.

Monday 10th November

TBAT: make predictions about a text.

Predictions

1. Look at the front cover, what do you think this book will be about?

When I look at the front cover of the text, I predict that ...

2. Where do you think the book is set?

3. What do you predict will happen in the story?

Remember to say **WHY** you think this.

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Monday 10th November

TBAT: make predictions about a text.

Words you will find in the text:

Several - more than two but not too many.

Distinctly - clearly or easily noticed.

Laden - carrying a heavy load.

Battered - old, worn out or damaged from being used a lot.

Enquiringly - in a curious way.

Stowaway - a person who hides on a ship, plane or train to travel without paying.

Monday 10th November

TBAT: make predictions about a text.

Multiple choice questions

1. How many times did Mr Brown have to tell his wife there was a bear?

Once Twice Several times

2. What did Mr Brown adjust?

His tie His waistcoat His glasses

3. What colour was the bear?

Brown Black Grey

Monday 10th November

TBAT: make predictions about a text.

Words in context

1. On page 7, which word is closest in meaning to 'taxi *hooting*'?

Whistling *Beeping* *Buzzing*

2. On page 8, which phrase suggests that Mrs. Brown didn't believe there was a bear at the station?

3. Give the meaning of the word in the sentence below.

She *peered* at it more closely.

4. Find a phrase on page 9 that suggests Mr Brown was worried the bear or himself would be in trouble with the police.

Monday 10th November

TBAT: make predictions about a text.

Challenge

Having read the first few pages of the book, predict what you think is going to happen in the text now.

Remember to use evidence from the text to support your answer.

Within the text, I think this is going to happen _____
because ...

Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

3 in 3

1. How long does the Stone Age cover?
2. How many years ago did the first humans arrive in Britain?
3. In which period did farming begin?

Why did people have to be constantly on the move to survive?

The Stone Age covers a span of over 3 million years! It started when the first human-like animals came into existence. These early humans first arrived in Britain more than 800,000 years ago.

When Was the Stone Age?

The Stone Age is split into three time periods:

- Palaeolithic – around 3,000,000BC
The earliest people used simple tools.
- Mesolithic – around 10,000BC
People lived as hunter-gatherers, constantly on the move to survive.
- Neolithic – around 4500BC to 2400BC
Farming began, pottery was made and villages were built.



Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

Key Vocabulary

Prehistory - the period of history before written records.

Archaeologist - a person who studies human history and prehistory.

Artefact - an object made by a human of historical interest.

BCE - before the Common Era.

CE - Common Era.

Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

Talk partners

What do you know about the earliest people to live in Britain?

Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

How do historians know about things that happened in the past?



What do you think prehistory is?

What clue in the word prehistory tells you that it means 'before'?

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Q. How do artefacts inform us about prehistory in Britain?

Prehistory is the part of history before written records. In Britain, prehistory is separated into three parts: the Stone Age, the Bronze Age, and the Iron Age. Together, these three periods lasted almost 900,000 years.

Stone Age



Bronze Age



Iron Age



How do we learn about prehistory if we cannot read about it?

Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

Prehistory began with the Stone Age around 900,000 **BCE**. The period of the Stone Age we will focus on in this unit is from 10,000 to 2000 **BCE**. Before this time, people did not continuously live in Britain because the weather was very changeable and often very harsh. Historians have found evidence of prehistoric people and artefacts from much earlier times. You will find out more about some of them later in this lesson.



Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

Prehistory ended in Britain when the Romans invaded Britain in 43CE because they taught people in power how to read and write. After that, written records began.



Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

In history, when we say objects, we mean **artefacts**. Artefacts are very useful as they tell us about life in prehistoric times when there were no written records. They can be as small as a button or as large as the ruins of a city. They tell us about what life was like when and where they were made.

An **archaeologist** studies human history and prehistory using artefacts and remains. Artefacts are often found hidden in the earth, so archaeologists very carefully dig them up.



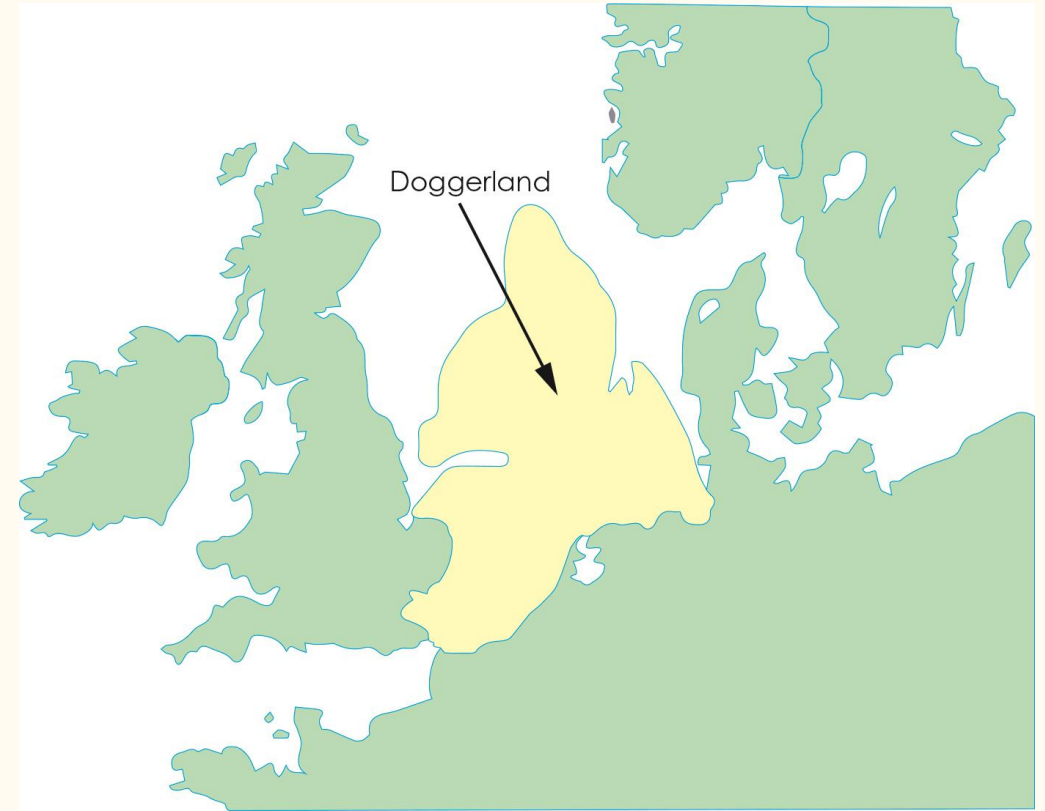
Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

The first people in Britain walked here, following the animals they were hunting.

At the time, Britain was connected to Europe by a piece of land called 'Doggerland'. You can see where this was on the map.

People in the Stone Age hunted animals such as mammoths, deer, bison, and cattle. They also gathered roots, honey, seeds and nuts and berries from trees and other plants.



Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

In the early Stone Age, people made axes out of stones and hammers from bones or antlers, and they sharpened sticks to use as hunting spears.

Later, they learned how to fish using nets and harpoons, as well as how to hunt using bows and arrows and spears tipped with flint or bone.

Flint (a type of stone) was used to make tools and weapons because it was very hard.



Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

Stone Age paintings and carvings have been found in caves around the world.

In Britain, Creswell Crags is a series of caves from the Stone Age. One of the caves has evidence of prehistoric cave art carved into the walls.

Prehistoric human remains have also been found. These human skeletons can tell us about past lives, the human body, what people believed, and how people were buried.

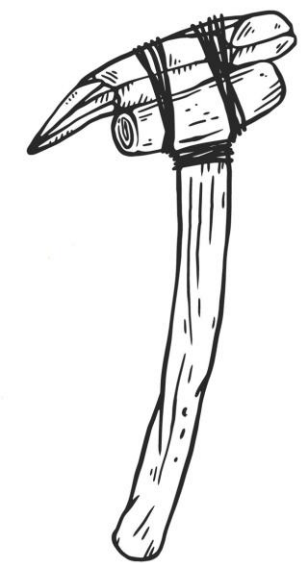


Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

In groups

Let's investigate some pictures of artefacts. Write down what each artefact tells you.



Who?

- Who might have used them?

What?

- What were they made from?

How?

- How were they made?

Why?

- Why were they used?

Monday 10th November

Q. How do artefacts inform us about prehistory in Britain?

Answer the key question of the lesson: How do artefacts inform us about prehistory in Britain?

Challenge

Explain how we know so much about the Stone Age if there are no written records about the time period.

lundi 10 novembre

TBAT: recognise and recall 5 different animals.

Can you say hello and goodbye in French?

Can you say your name in French?

Can you name the colours or the numbers 1 to 10 in French?

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TBAT: recognise and recall 5 different animals

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Animals



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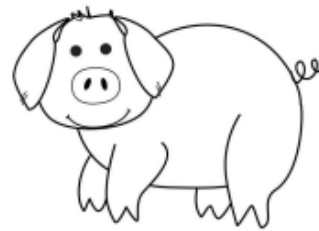
TBAT: recognise and recall 5 different animals

Nom: _____

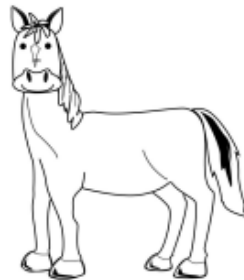
INSTRUCTIONS: Fill in the gaps to complete the spelling for each animal.
Use the word bank to help you.



un oi_e_u



un c__ho__



un _he_a_



un l__n



un la_i_

un cheval

un lapin

un oiseau

un lion

un cochon