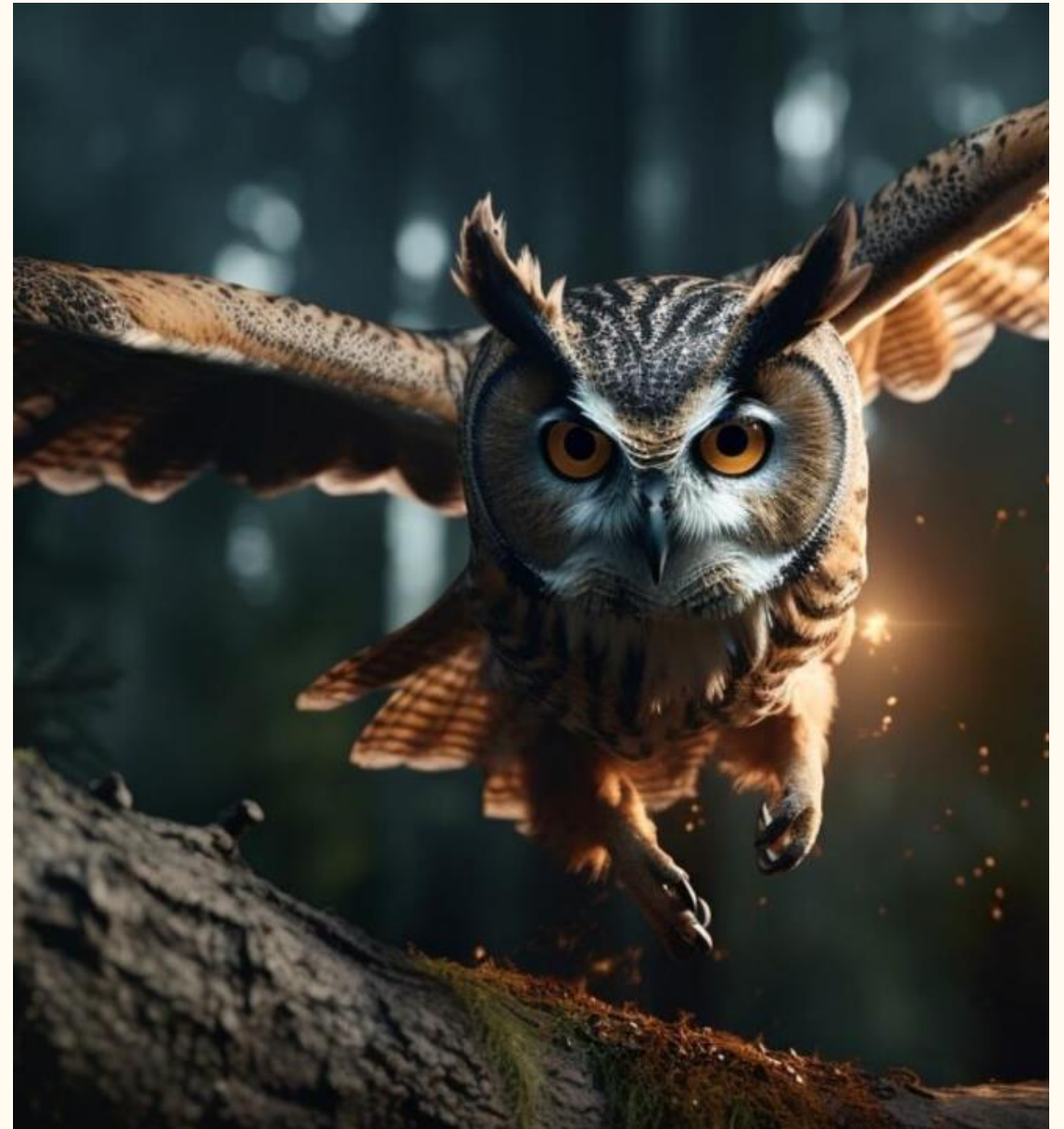


Monday 17th November
Morning Challenge

Question time

1. What is it that the owl has seen?
2. How would the 'wind gusting behind him' be beneficial?
3. What do you think 'leap of faith' means?
4. Why do you think owls are such effective predators?
5. Why do you think the owl is getting ready to launch?
6. What do you think it would feel like to fly?



17.11.25

Times tables x8



[8 Times Tables Song \(Espresso by Sabrina Carpenter\)](#)



[KS2 Maths: The 8 Times Table with Filbert Fox - BBC Teach](#)

17.11.25

TBAT: subtract two digit numbers



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

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

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TBAT: subtract two digit numbers

3 in 3

1. $24 + 31 + 11 =$

2. $8 \times 4 =$

3. Michael has read 46 books. Elijah has read 39 books. How many books have they read altogether?

$78 - 43 =$

$97 - 26 =$

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TBAT: subtract two digit numbers

How do we subtract two 2-digit numbers?

		46
-		24

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TBAT: subtract two digit numbers

Let's subtract the following numbers:

$$65 - 23 =$$

	84
-	21

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TBAT: subtract two digit numbers

	41		32	
-	11	-	21	

	52		41	
-	12	-	21	

	32	
-	14	

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TBAT: subtract two digit numbers

Independent Task:

1. $56 - 24 =$

2. $63 - 23 =$

3. $78 - 36 =$

4. $94 - 52 =$

5. $86 - 67 =$

RP - Oliver has 87 marbles, he drops some on the floor. He has 59 left. How many did he drop?

Challenge:

1)	$24 - 16 =$	
2)	$74 - 25 =$	
3)	$84 - 76 =$	

Mastery Challenge

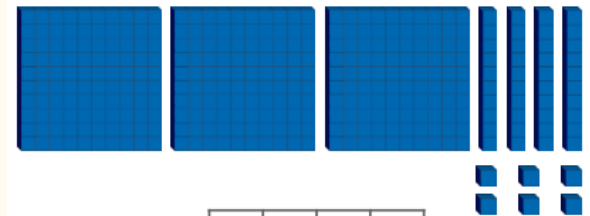
Harry has completed this calculation.

Explain his mistake.

$$\begin{array}{r} 53 \\ - 37 \\ \hline 26 \end{array}$$

Mastery with greater depth:

1b. Lucas is subtracting 128 from 346.



	3	4	6
-	1	2	8
	2	2	2

Explain his mistake.

Monday 17th November

TBAT: spell adverbs with the suffix -ly.

Talk partners

If a root word ends in a y, what spelling rule do we **usually** follow?

What do you notice about the adverb 'nobly'?
What was its root word before the -ly suffix was added?

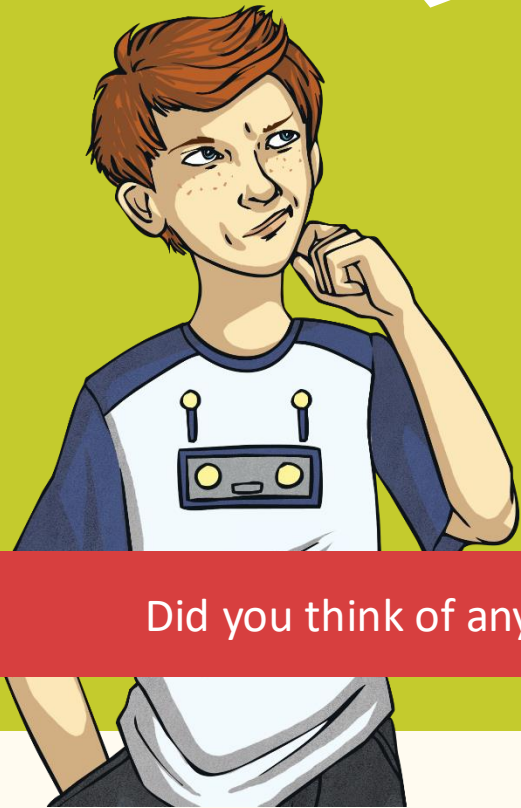
Saint George rode off nobly having defeated the
ferocious dragon.

noble + ly

What has happened to the root word?
The 'e' has vanished!

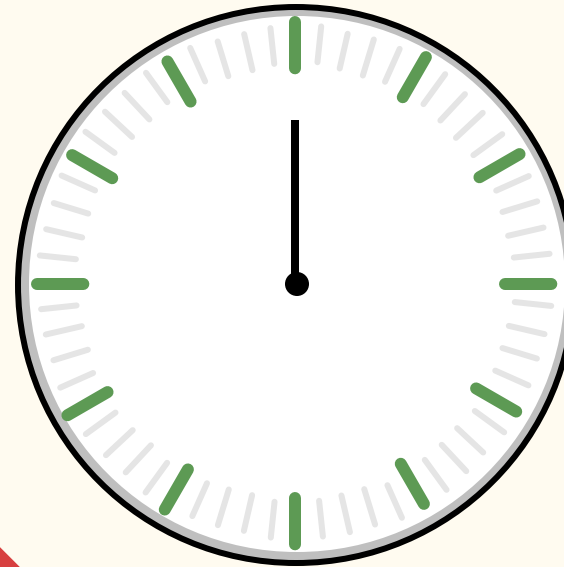


Does this always happen to root words that end in 'le' when the -ly suffix is added to turn them into adverbs?

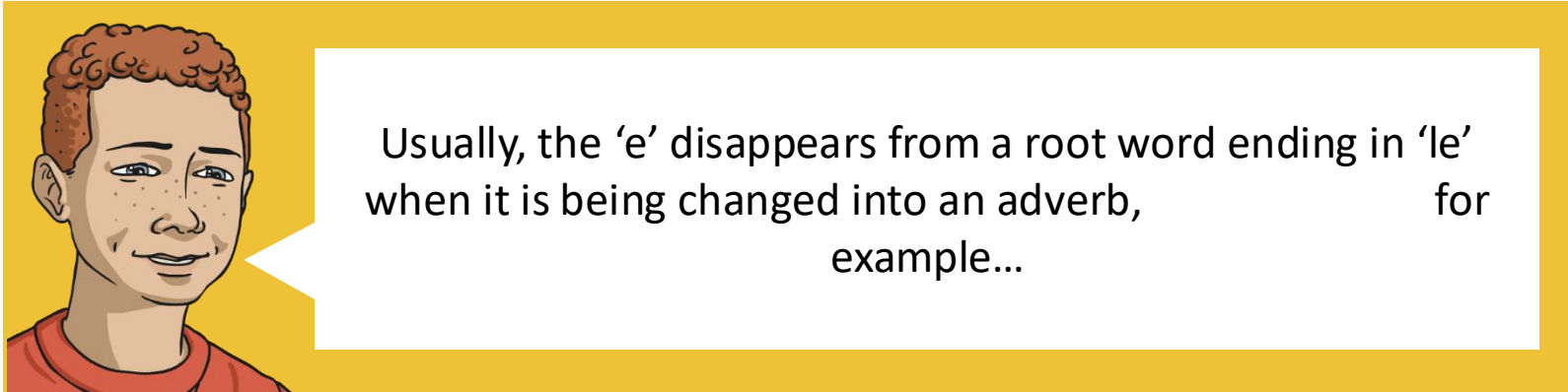


Did you think of any?

Whilst working with a partner in the next two minutes, can you think of any more root words that lose their 'e' when the -ly suffix is added?



Start



Usually, the 'e' disappears from a root word ending in 'le'
when it is being changed into an adverb, for
example...

noble + ly

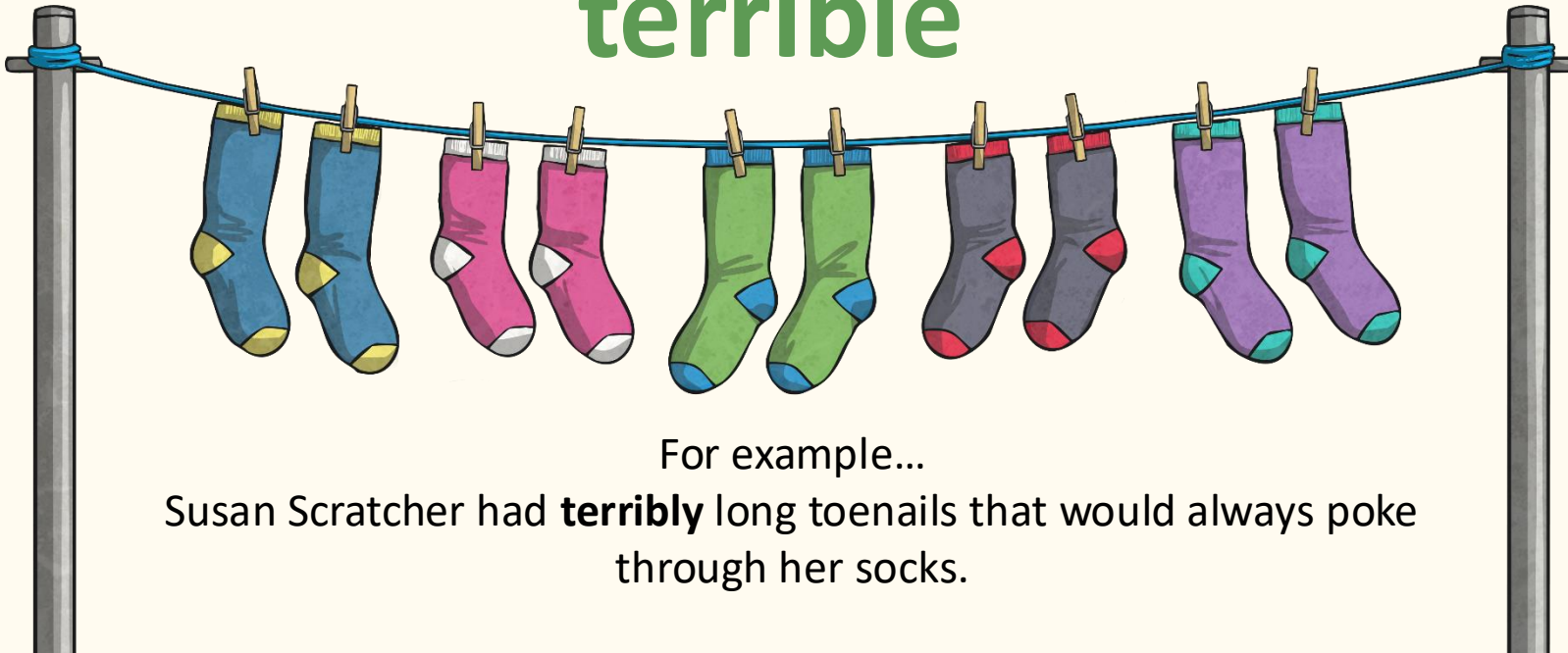
probabl e + ly

humbl e + ly



Working with a partner, let's play Silly Sentences. I will give you an 'le' root word to turn into an adverb. Then, use the adverb in the silliest sentence that you can think of!

terrible



For example...

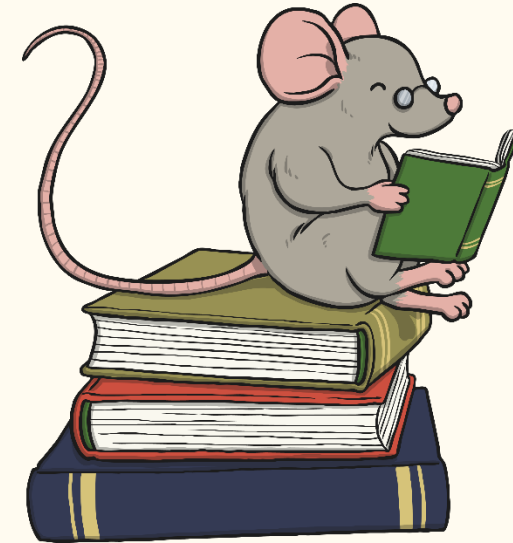
Susan Scratcher had **terribly** long toenails that would always poke through her socks.



Working with a partner, let's play Silly Sentences. I will give you an 'le' root word to turn into an adverb. Then, use the adverb in the silliest sentence that you can think of!

incredible

For example...
Bernard, who was a speed-reading mouse,
incredibly managed to read the entire works of
Shakespeare in just one week!





Working with a partner, let's play Silly Sentences. I will give you an 'le' root word to turn into an adverb. Then, use the adverb in the silliest sentence that you can think of!

possible

For example...

After an amazing 321 visits to the A&E department at his local hospital, Mr Whoops is **possibly** the most clumsy person on the planet.



Monday 17th November

TBAT: spell adverbs with the suffix -ly.

gently
simply
humbly
nobly
horribly
terribly
possibly
incredibly
comfortably
probably



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

Monday 17th November

TBAT: retrieve and infer information from a diary entry.

3 in 3

Dear Diary,

What an exciting day it has been! After my long journey from Darkest Peru, I finally arrived in London and waited at Paddington Station with my suitcase and a jar of marmalade. I felt rather nervous, but then I met the Browns, who were so kind and friendly. They even invited me to live with them! I accidentally made a bit of a mess eating a sticky bun, but they didn't seem to mind. I think life in London is going to be full of adventures — especially if there's plenty of marmalade!

1. What did Paddington have with him while he waited at Paddington Station?
2. What food did he make a mess with?
3. How did he describe the Browns?

Challenge:

Why do you think Paddington says 'life in London will be full of adventures?'

Monday 17th November

TBAT: retrieve and infer information from a diary entry.

Talk partners

What are the features of a diary entry?

What words would we use for first person?

Explain why a diary needs to be in past tense?

Monday 17th November

TBAT: retrieve and infer information from a diary entry.

Words you will find in the text:

- **Extraordinary** - When something is very special or more amazing than usual.
- **Bustling** - Very busy and full of noise/movement.
- **Perched** - Sitting on something high or narrow.
- **Approached** - Move closer to someone or something.
- **Utterly astonished** - Completely shocked or very surprised.
- **Accompany** - To go with someone.
- **Overjoyed** - To be really happy.



Monday 17th November

TBAT: retrieve and infer information from a diary entry.

Friday 20th July

Dear Diary,

Today has been an **extraordinary** day! After travelling all the way from Darkest Peru, I finally arrived in London. I waited at Paddington Station with my suitcase and my jar of marmalade, hoping someone kind would notice me. Everything seemed enormous and **bustling**, and I wasn't quite certain what to do next.

After a while, a well-dressed man called Mr Brown spotted me **perched** on my suitcase. He and his wife Mrs Brown **approached** to speak with me. They were incredibly friendly and wanted to know where I had come from. When I told them I was from Peru, they were **utterly astonished**!

Mrs Brown said they would call me Paddington, after the station. Then she invited me to **accompany** them home. I was **overjoyed**! They even bought me a sticky bun, although I got rather messy while eating it.

Now I'm staying with the Browns at 32 Windsor Gardens. I believe I'm going to enjoy living in London. I hope there will always be plenty of marmalade sandwiches!

Monday 17th November

TBAT: retrieve and infer information from a diary entry

Multiple choice questions

1. Who spotted Paddington bear at the Station?

Mrs Brown

Police man

Mr Brown

2. How was the train station described?

Quiet

Bustling

Busy

3. Where did the Brown family live?

30 Windsor Castle

2 Paddington Station

32 Windsor Gardens

Monday 17th November

TBAT: retrieve and infer information from a diary entry.

Inference questions

1. In paragraph 1, how do you think Paddington was feeling when he first arrived in London?
2. Why do you think Mr and Mrs Brown decided to talk to Paddington when they saw him at the station?
3. What does the Browns buying Paddington a sticky bun tell you about what kind of people they are?
4. Why do you think that Paddington felt "overjoyed" in paragraph 3?
5. What can we infer about Paddington's character from the diary entry? **Circle one.**
 - A) He is shy and nervous in new places
 - B) He is rude and impatient
 - C) He dislikes meeting new people
 - D) He is lazy and doesn't like moving

Monday 17th November

TBAT: retrieve and infer information from a diary entry.

Challenge:

How did Paddington feel at the end of the diary entry?

Explain why and find two pieces of evidence from the text to support your answer.

Mastery:

How do Paddington's actions and thoughts in the diary show that he is both brave and polite, even though he is in a new and confusing place?

Mastery with greater depth:

How does Paddington's diary show that he is both curious about the world and able to adapt to new situations? Use evidence from the text to explain your answer.

Monday 17th November

Q. How did life change during the Stone Age in Britain?

3 in 3

1. What did people from the Stone Age eat?
2. What happened after animals were hunted?
3. What did Stone Age people become in the Neolithic era?

Explain why you think men, women and children wore similar clothing.

What Did Stone Age People Eat?

Stone Age people were initially hunter-gatherers. They ate nuts, berries and fruits that they had gathered and meat and fish that they had hunted.

Animals were much bigger during this time so hunting them would have been hard work. They would, however, provide enough food for a village.

During the Neolithic era, Stone Age people became farmers. This meant that they grew much of the food they needed for their village.

What Did Stone Age People Wear?

After animals were hunted, their skins would be removed before the meat was eaten. These would be cleaned using stone tools and then washed.

Men, women and children wore similar clothing:

- a tunic made from two pieces of rectangular animal skin – bound (or later sewn) together with a hole for the head;
- a belt, possibly made from grasses;
- simple leather shoes;
- jewellery might be added for decoration.

Monday 17th November

Q. How did life change during the Stone Age in Britain?

Key Vocabulary

Agriculture - farming which includes growing crops and rearing animals to provide food, clothing and other products.

Hunter-gatherers - somebody who hunted for food.

Settlement - a place where people establish a community.

Monday 17th November

Q. How did life change during the Stone Age in Britain?

What do
you
remember
about the
Stone Age?



What does
prehistory
mean?

What were the three main periods called in the Stone Age? Can you explain why the Stone Age was split into three periods?

Monday 17th November

Q. How did life change during the Stone Age in Britain?

The Stone Age lasted for such a long time that it is split into three different periods:

the **Palaeolithic**

the **Mesolithic**

the **Neolithic**



During the Palaeolithic and Mesolithic periods, people were **hunter-gatherers**. However, in the Neolithic period, people started to farm. The word we use to describe farming is **agriculture**.

Monday 17th November

Q. How did life change during the Stone Age in Britain?

People cut down trees to make fields where they often grew wheat and barley, which were used to make bread. People invented new tools to help them farm.



People also began to keep animals like cattle and sheep-to provide meat, milk, wool, and leather. Neolithic people also hunted, fished, and collected fruits and nuts.

Monday 17th November

Q. How did life change during the Stone Age in Britain?

People stopped travelling around and created **settlements**, which were permanent homes.

In the Neolithic period, people made these homes from wattle (wooden sticks) and daub (clay, straw, and dung).



Monday 17th November

Q. How did life change during the Stone Age in Britain?

Stone Age people made pottery for storing, cooking, and serving food. The pots were handmade and often decorated. Because they were made so many years ago, archaeologists usually find these pots in pieces.

In Kilmarnock, Scotland, archaeologists found some pottery that was about 6,000 years old!



Tick the correct category to compare life for people before and during the Neolithic period. Some statements might apply to both periods.

	Before Neolithic period	During Neolithic period	Both
People gathered food from plants.			
People kept animals as well as hunted them.			
People travelled and did not live in one place.			
People built permanent homes and settlements.			
People hunted animals for food.			
People farmed the land and grew crops.			

Tick the correct category to compare life for people before and during the Neolithic period. Some statements might apply to both periods.

	Before Neolithic period	During Neolithic period	Both
People gathered food from plants.			✓
People kept animals as well as hunted them.		✓	
People travelled and did not live in one place.	✓		



Tick the correct category to compare life for people before and during the Neolithic period. Some statements might apply to both periods.

	Before Neolithic period	During Neolithic period	Both
People built permanent homes and settlements.		✓	
People hunted animals for food.			✓
People farmed the land and grew crops.		✓	



Monday 17th November

Q. How did life change during the Stone Age in Britain?

What changed
when people
started
farming?



How did
farming
affect the
lives of Stone
Age people?

Monday 17th November

Q. How did life change during the Stone Age in Britain?

[Simon Schama explores Orkney's famous Skara Brae | Orkney's Skara Brae is Europe's best-preserved Neolithic village. A ferocious storm revealed a 5,000-year-old community of stone houses replete with... | By BBC Arts | Facebook](#)



About Skara Brae

- Neolithic village
- Built and lived in between 3000BCE and 2500BCE
- Stone was used to make furniture in the living area: there were stone beds and dressers
- Hidden by a huge sand dune until a huge storm hit the island in 1850, exposing the village
- Archaeologist William Watt dug and uncovered four buildings in 1860
- In 1926, another storm hit the island and further archaeological digs revealed more houses and artefacts

Artefacts found there

- Tools
- Knives and shovels made from stone and bone
- Remains of crops
- Bones
- Jewellery: necklace made from bones and teeth
- Hairpins
- Needles
- Buttons
- Ornaments
- Pottery: well-made cups and bowls
- Stone dice for games

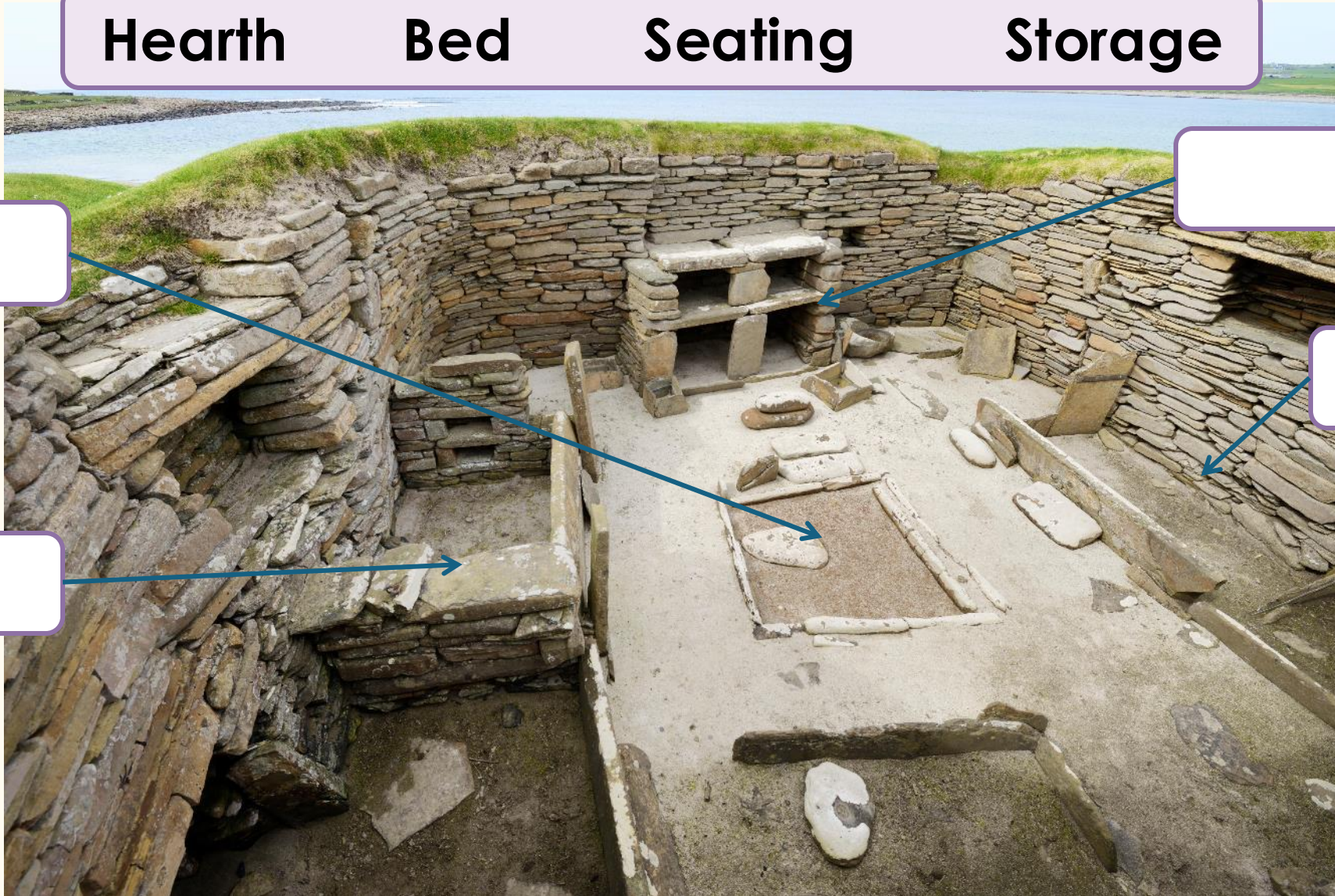
Analysing a Neolithic settlement: Skara Brae

Hearth

Bed

Seating

Storage



Lesson 2: Write



Monday 17th November

Q. How did life change during the Stone Age in Britain?

Exit question:

How did life change during the Stone Age in Britain?

Explain how so much of Skara Brae has been preserved. What has made it different to other settlements in the Stone Age period?

lundi 17 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?

lundi 17 novembre

TBAT: recognise and recall 5 different animals

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Animals



lundi 17 novembre

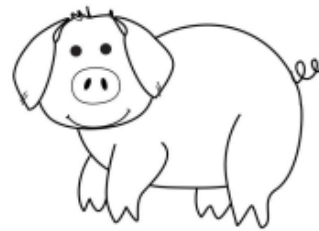
TBAT: recognise and recall 5 different animals

Nom: _____

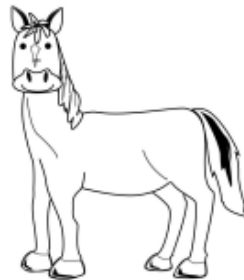
INSTRUCTIONS: Fill in the gaps to complete the spelling for each animal.
Use the word bank to help you.



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

lundi 17 novembre

TBAT: learn how to pronounce different animals.

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Animals – Lesson 2



lundi 17 novembre

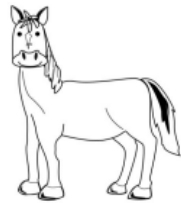
TBAT: learn how to pronounce different animals.

Nom: _____

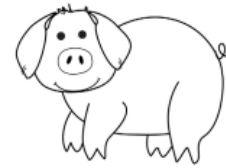
INSTRUCTIONS: Fill in the gaps to complete the spelling for each animal.
Use the word bank to help you.



_n oi_e_u



un _he_a_



un c__ho_



n va_h_



un l__n



un la_i_



un _in_e



u_ ca_a_ _



un_ s_u_i_



u_ mo_to_

un cheval

un mouton

une souris

un lapin

un cochon

une vache

un canard

un singe

un oiseau

un lion