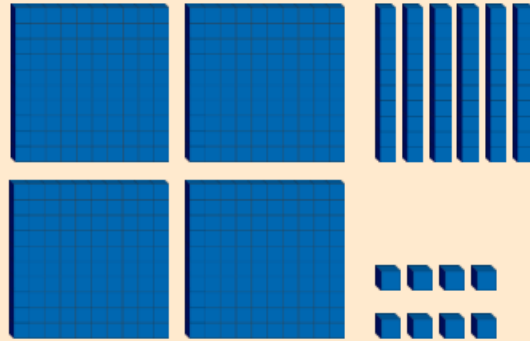


Thursday 20th November

Morning Challenge

Question 1

Which number is represented by the Base 10 equipment?



Question 2

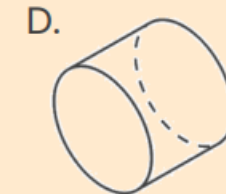
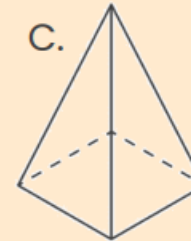
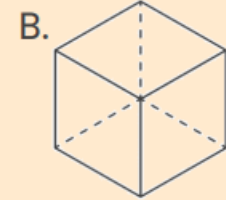
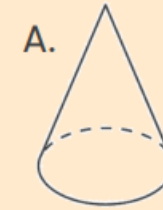
Write the number Ruby is thinking of.



My number has 7 hundreds, 3 tens and 6 ones.

Question 3

Which shapes have more than 3 faces?



Question 4

Put the lengths in order from shortest to longest.

25 cm 150 cm 5 m 2 mm 15 m

Question 5

How many people chose fruit as their favourite snack?

biscuits	
vegetables	
cake	
fruit	
crackers	

8 times tables BINGO!

On your whiteboard, write 6 multiples of 8.
I will say a 8 times table question and if the answer is on your board,
then cross it out.
The person with all 6 crossed out shouts BINGO!

16	80	56
64	8	88

20.11.25

TBAT: use a ruler to measure to the nearest cm and mm.



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

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

20.11.25

TBAT: use a ruler to measure to the nearest cm and mm.

3 in 3

1. What is $71p + 44p$?

2. $3 \times 6 =$

3. Toby has 72 stickers, he uses 47 of them in his sticker book. How many does he have left?

Challenge

Put the following measurements in ascending order:

M, cm, mm, km

20.11.25

TBAT: use a ruler to measure to the nearest cm and mm.

Imagine these objects are their usual size and match them to the most suitable length measurement.



scissors

15cm



cruise ship

9mm



bee

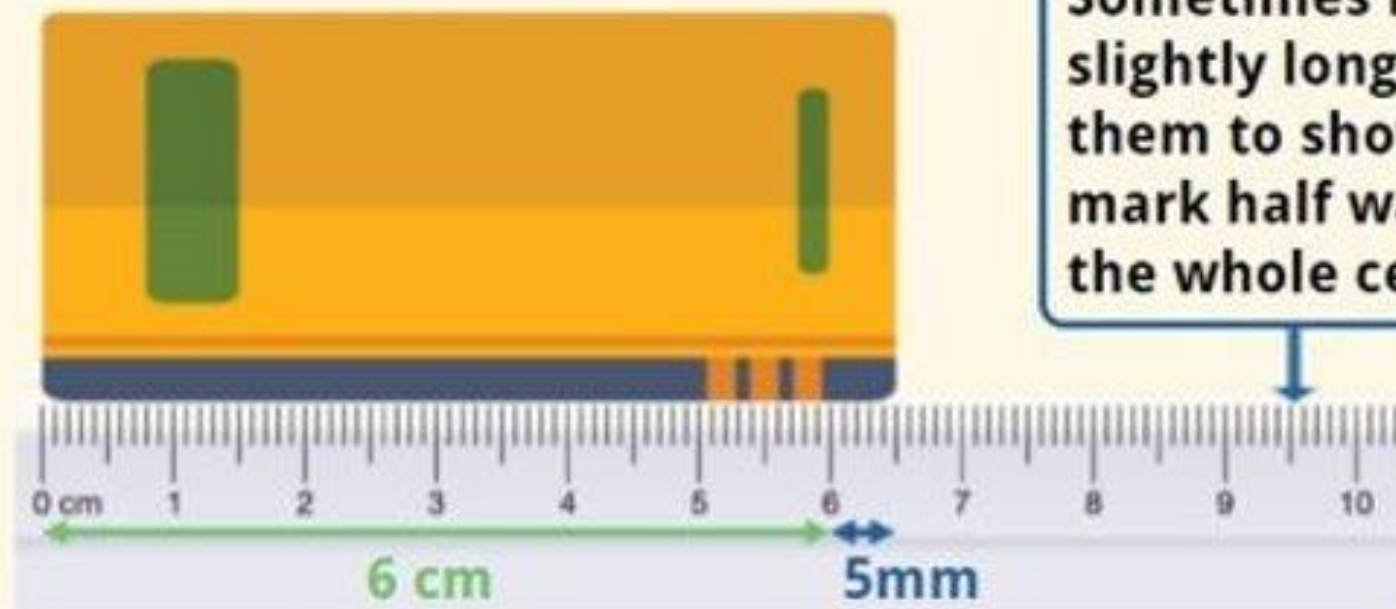
250m

How many cm
would you
estimate your
maths book
to be? Now
measure it.

20.11.25

TBAT: use a ruler to measure to the nearest cm and mm.

Sometimes an object cannot be measured in whole centimetres. We can see that the notebook below is longer than 6 cm, but shorter than 7 cm. This is when we use millimetres. We count the little lines on the ruler from 6 cm to the end of the book.



Sometimes rulers have a slightly longer line on them to show the 5 mm mark half way between the whole centimetres.

Not to scale

20.11.25

TBAT: use a ruler to measure to the nearest cm and mm.

What is the length of this fork?



20.11.25

TBAT: use a ruler to measure to the nearest cm and mm.

Let's have a go at measuring a few things in the classroom.

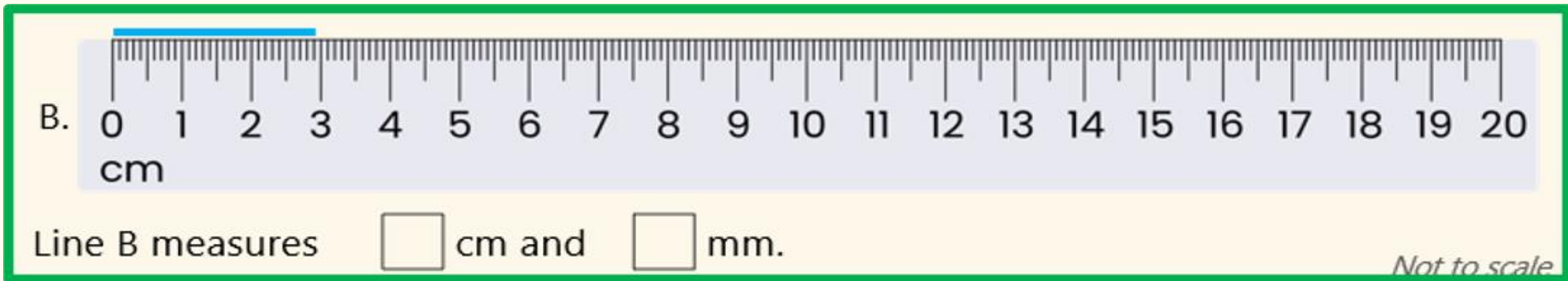
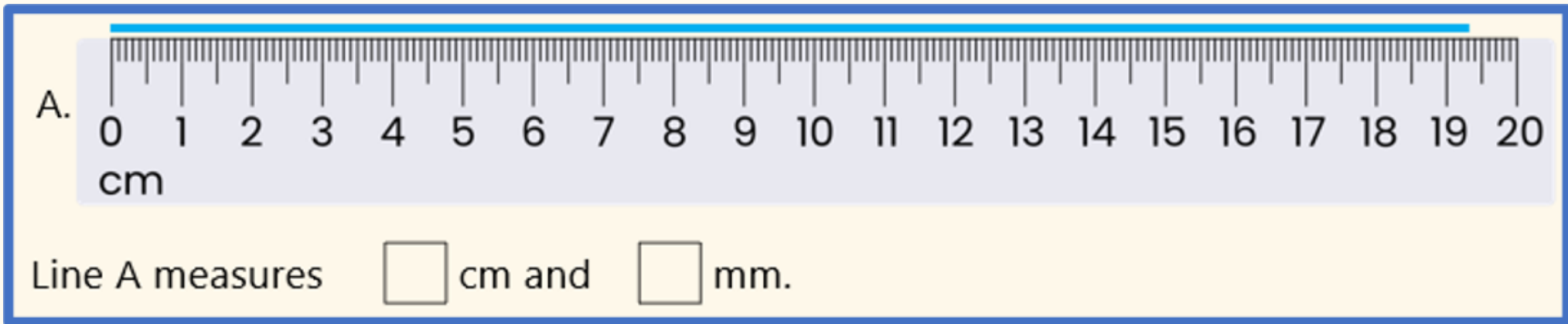
A glue stick

A morning challenge book

Something of your own choosing.

20.11.25

TBAT: use a ruler to measure to the nearest cm and mm.



How many mm in 1 cm?
How many mm in 10cm?

TBAT: use a ruler to measure to the nearest mm and cm.

Independent Task:

1. 
2. 
3. 
4. 

Use your ruler to draw the following measurements in your book.

5. 10cm

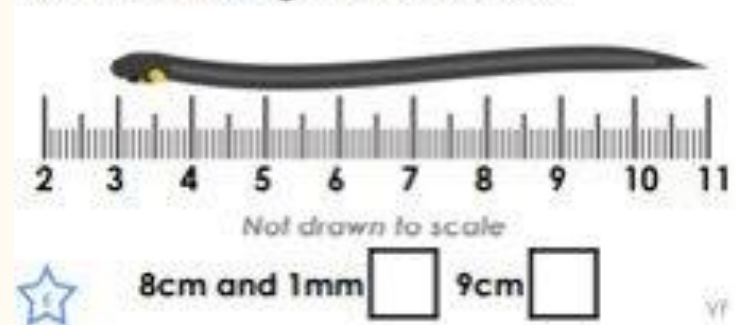
6. 3cm

7. 13cm 3mm

8. 9cm 5mm

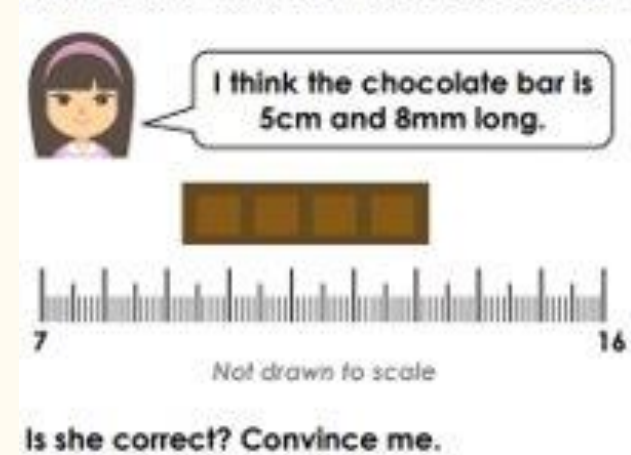
Challenge

7b. Tick the length of the snake.



Mastery Challenge

9a. Mia has measured the chocolate bar.



Mastery Challenge with Greater Depth

I have 2 m of ribbon. How many 60 cm lengths can I cut from it?

Thursday 20th November
TBAT: write a diary entry.

3 in 3

When I stepped off the train and into London, everything felt so big and busy. There were lots of people walking quickly, and bright **red buses** zoomed past. I could see **Big Ben**, the huge clock tower, high above the city. The air smelled like **fresh bread** and **coffee**, and I could see **green parks** where people were relaxing. The **River Thames** sparkled in the sunlight, and the **Tower Bridge** looked amazing as it stretched over the water.

1. What did Paddington see when he first arrived in London?
2. How did the city of London make Paddington feel?
3. What could Paddington smell in the air when he got to London?

List synonyms you could use to replace **zoomed**.

Thursday 20th November
TBAT: write a diary entry.

Is a diary entry formal or informal writing?

Is a diary entry written in past tense or future tense.

Thursday 20th November
TBAT: write a diary entry.

Look back at your plan from yesterday and notice any changes that have been made from marking. **If a spelling has been changed, please spell it correctly in your writing!**

Today, you will use your plan to write your diary entry. Remember to include all of the features needed. Take each event and write it out in **full sentences.**

For example: I saw a bus.

As I gazed around me, all I could see were red buses zooming and taxis hooting everywhere.

Friday 14th November

Dear Diary,

This week has been a very big week for me. I left Darkest Peru and I wasn't sure what was going to happen. I felt a little scared but also hopeful that I might find a new home.

Days ago, I travelled all the way to England as a stowaway on a boat. I hid in a small corner with my suitcase. The journey felt long and I didn't have much to eat. I missed home and wondered what my new life would be like. Even though I felt lonely at times, I knew I had to be brave.

When I arrived in London, I found myself at Paddington Station. It was loud and busy, and people rushed past me without noticing. I sat on my suitcase and waited while eating a marmalade sandwich. I hoped someone kind would see my label and help me. I felt a little lost in such a big place.

Then something wonderful happened. Mr and Mrs Brown found me on the platform. They spoke kindly to me and asked who I was. They seemed worried that I was alone. When they said they wanted to help, my heart felt warm. They even asked me to come home with them. I felt nervous because everything was new, but I was also excited because it felt like the start of something special.

Tonight I am safe in their house, and I think this might be the beginning of a brand new adventure.

Paddington

Thursday 20th November

Q: What are the deeper meanings of Ramayana?

The **Ramayana** embodies the concept of **dharma**.

Different characters in the story embody their different **dharmas**.

A deeper meaning of the story of **Ravana** is that intelligence alone not always lead you on right path.

A deeper meaning of the **Ramayana** is finding balance in life.

Thursday 20th November

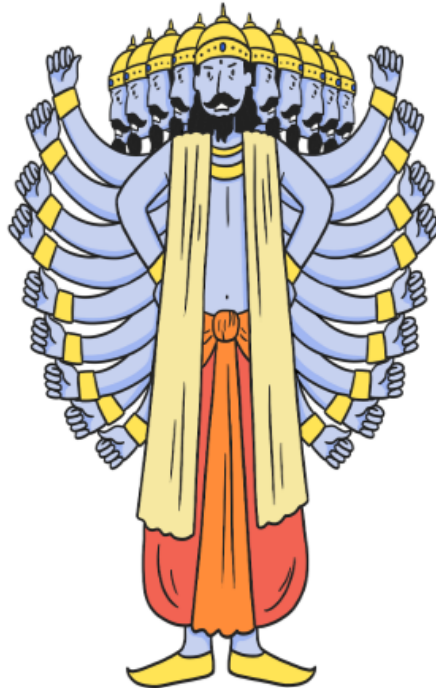
Q: What are the deeper meanings of Ramayana?



Het

For me, my **dharma** as a child is to listen to my parents, be kind to my friends, and always try my best at school.

The **Ramayana** teaches me about **dharma** through its characters.



Ravana is often seen as the villain in the **Ramayana** because of his bad choices, but he was also very intelligent.

Ravana's ten heads represent his great knowledge. However, he used his intelligence to act selfishly and cruelly.

The **Ramayana** teaches that we must live in balance. Using knowledge to do good and help others is more important than just being clever.

Thursday 20th November

Q: What are the deeper meanings of Ramayana?

Independent Task:

Izzy and Lucas are thinking about the most important lesson the **Ramayana** teaches about **dharma**.



Izzy

The **Ramayana** teaches that **dharma** means doing what is right. **Rama** showed **dharma** by always being kind and fair, even when life was difficult.

The **Ramayana** teaches that **dharma** is different for everyone. **Rama** had to be a good leader, **Sita** had to be loyal, and Lakshman had to protect his family.



Lucas

Who do you think has the best answer and why?

Challenge:
Explain why it is important to use our intelligence to help others as much as ourselves.

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

3 in 3

Rocks can look very different from each other. Some rocks are smooth, while others feel rough. They can be shiny or dull, and come in many colours, like grey, black, white, or even red. Some rocks have tiny grains that you can see, and some have larger bits that sparkle in the light. By looking carefully at a rock's colour, texture, and any patterns it has, we can compare rocks and sort them into groups.

- 1. What are two different textures that rocks can have?**
- 2. What are some colours that rocks can be?**
- 3. What can you look for on a rock to help you sort it into a group?**

How can you make observations on rocks?

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

Keywords

Rock is a solid material that occurs naturally in Earth.

The **appearance** of an object is the way something looks.

To **compare** is to look for similarities and differences.

To **identify** is to be able to name something correctly.

Information gathered using **secondary sources** is information that has been collected by someone else.

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

These objects have been made from **rock**.



chalk sticks



roof



kitchen worktop

Rock can look very different depending on what type of rock it is.
What do you observe about the **appearance** of these rocks?

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

Rock is found in the Earth's crust and can look very different depending on which part of Earth it comes from.



mountain



canyon



rockpool



crag

We can use a piece of scientific equipment to look more closely at the **appearance** of rock.

What might we use to look more closely?

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

To look more closely at pieces of **rock** we can use:



hand lens



microscope

This equipment will help us to magnify the surface of the rock and describe its **appearance** in more detail.

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

These are what Alex's rocks look like when he has used a **hand lens** to look at their **appearance** more closely:

What else can you observe now to describe the appearance of these rocks?

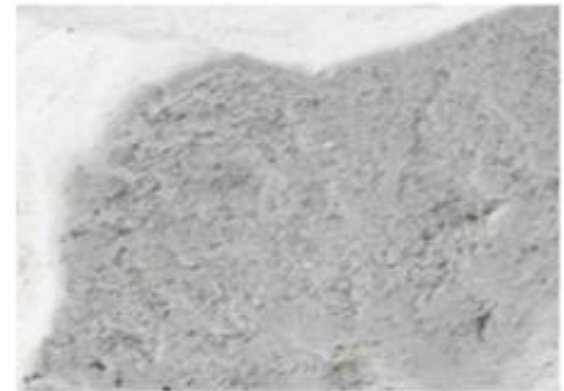


© WH_Pics /Shutterstock.com

rock 1



rock 2



© KrimKate /Shutterstock.com

rock 3

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

Now Alex has observed his **rocks** more closely, he can **compare** them by looking at similarities and differences, and sort them into groups. He adds other rocks too.



Can you see why Alex has sorted them into these groups?

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

There are lots of different **rocks** in the Earth's crust.



chalk



slate



pumice



gneiss

Different rocks have different names. Humans have named rocks so we can **identify** them correctly.

Do you know any of the names of these and other rocks?



Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

A geologist is an expert who knows a lot about **rocks**.



geologist

'Geo' means *'of the earth'*, so a geologist is a scientist who studies the Earth's solid features, like rock, soil and minerals.

Geologists **identify** rocks by observing their **appearance** and **comparing** them to other rocks.

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

Task 1:

Use a hand lens or microscope to observe your rocks closely. Discuss with a partner what you observed.



Compare the rocks.

What is the same and what is different about them?

Sort the rocks into groups depending on their similarities and differences.

Thursday 20th November

Q: How to compare, group and identify rocks by their appearance?

Independent Task:

1. Make observations of the rocks (draw and make notes) into your books.
2. Write a comparison about the different rocks you have observed.

Rock A is similar to rock ... because.....

Rock A is different to rock because.....

Slate is a rock that is smooth, hard, and splits into thin, flat pieces.
Using these clues, what do you think slate might be used for?
Explain why its properties make it useful for that purpose.

Thursday 20th November

Q. What is good and bad about the internet?

Thinking time:

How do we use the internet in everyday life?



Make a prediction on **when** you think the WWW was created.

Talk partners

What can you do with these? What are the positives from these devices?
The negatives?



Some of the positives

Keeping in touch - communicating

Having fun

Making friends

Being creative

Helping with learning - for all ages

Buying things - more choice, and especially useful for people who live in the country

Knowing things - information

Some of the negatives

People who aren't who they say they are

Spending too much time online

Buying too many things online because it's easy!

Misinformation

Knowing how to get reliable information

Malware which could break your computer

Identity theft

Scams

Phishing

Cyberbullying

Thursday 20th November

Q. What is good and bad about the internet?

Thinking about what you have learned today, sort and draw images comparing the positives and negatives of the internet.

Positives	Negatives

Explain why older generations might find the internet difficult to use.