

Thursday 5th February

Morning Challenge

Complete the sequences

50 100 150 200 \_\_\_\_\_

100 200 300 400 \_\_\_\_\_

$$20 - \underline{\hspace{2cm}} = 17$$

$$15 - \underline{\hspace{2cm}} = 3$$

$$13 - 7 = \underline{\hspace{2cm}}$$

$$8 + \underline{\hspace{2cm}} = 15$$

Thursday 5th February

Assembly 9am

05.02.26

TBAT: subtract pounds and pence from £5.

# Daily 10

Mental Maths Challenge



05.02.26

TBAT: subtract pounds and pence from £5.

3 in 3

1.  $\frac{1}{2} > \frac{3}{4}$  true or false?

2. £1 - 52p =

3. 352 - 184 =

Insert > < or = to the  
following statements.

a) 34  43

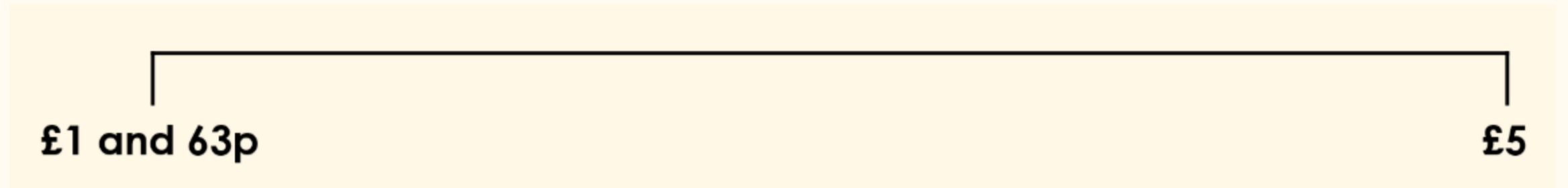
b) 8  4 x 2

c) 99  100

05.02.26

TBAT: subtract pounds and pence from £5.

**Astrid buys a box of doughnuts for £1 and 63p. The doughnuts normally cost £5, but were on a special offer. Find out how much Astrid saved.**

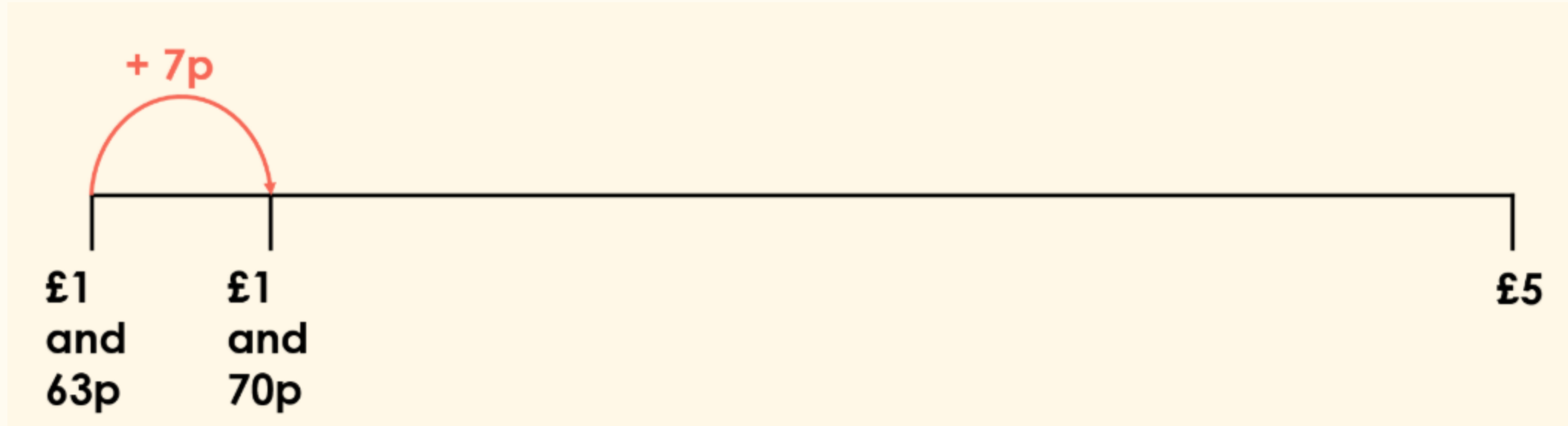


**First, we want to count in pence up to the next multiple of 10p. What will our first jump be?**

05.02.26

TBAT: subtract pounds and pence from £5.

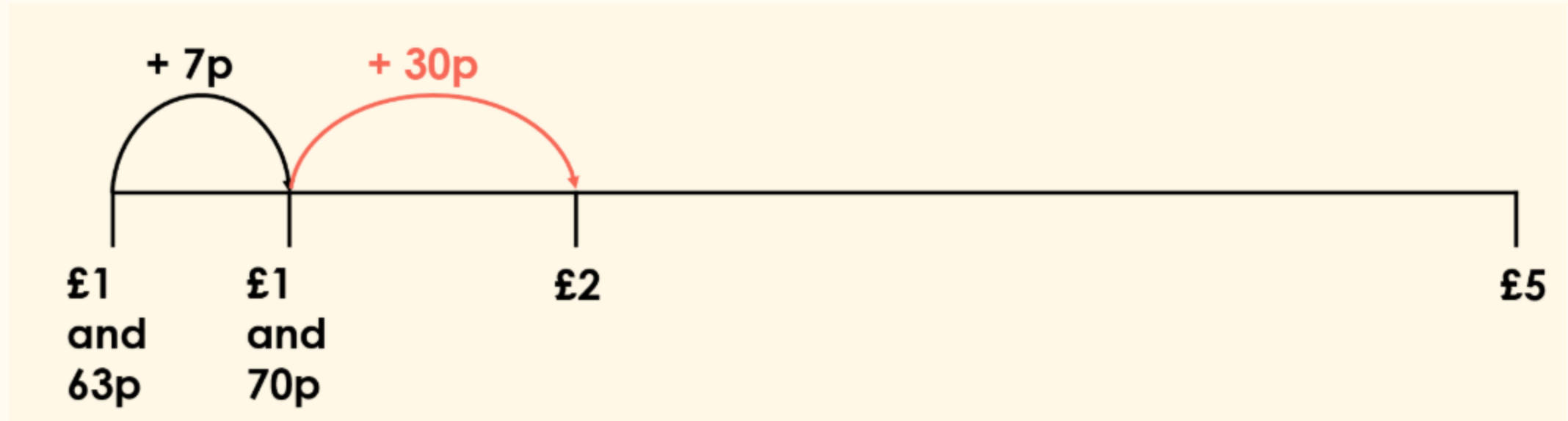
The first jump will be to add 7p because this is the next multiple of 10p.



Now we count up to the next whole pound. How many pence do we need to reach the next whole pound?

05.02.26

TBAT: subtract pounds and pence from £5.

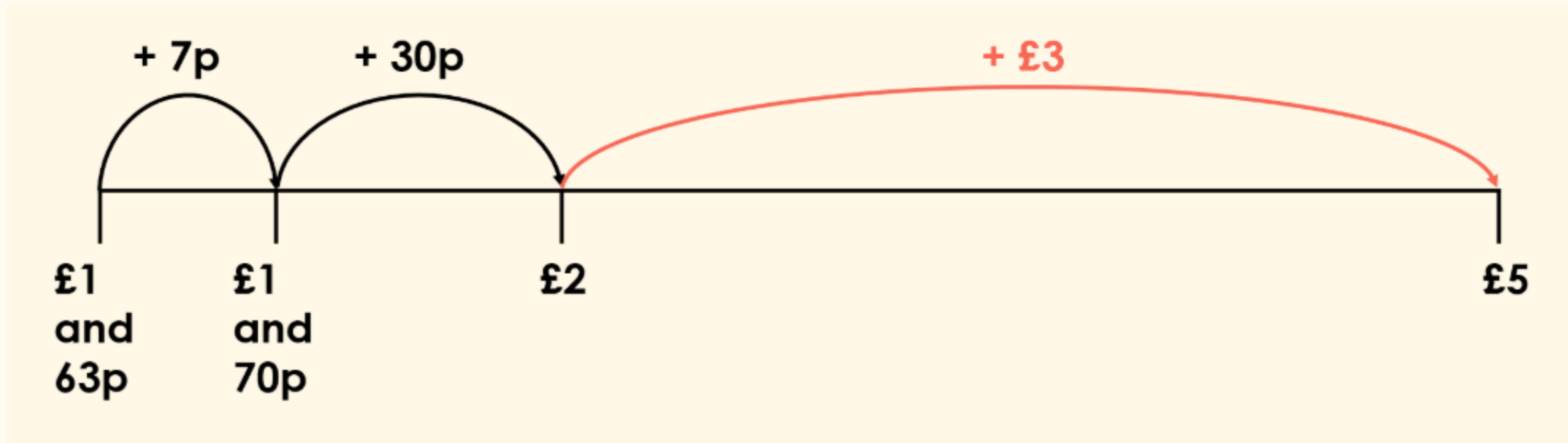


**Do we need to count up in pence anymore?**

05.02.26

TBAT: subtract pounds and pence from £5.

**No, because we have reached £2, so we can continue counting in pounds to reach £5.**



**Now, we need to add up the jumps to find the overall difference.**



05.02.26

TBAT: subtract pounds and pence from £5.

$$£5 - £2.55 =$$

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**Sophie goes swimming. It costs £3 and 75p.  
She pays with a £5 note.**

**What will her change be?**

<b>£5</b>	
<b>£3 and 75p</b>	<b>?</b>

05.02.26

TBAT: subtract pounds and pence from £5.

$$£5 - £3.94 =$$

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05.02.26

TBAT: subtract pounds and pence from £5.

### Knowledge check

Louise buys **two** chocolate bars. They cost £1.55 each. How much change will she get from £5?

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a) £1.50

b) £1.90

c) £2.55



05.02.26

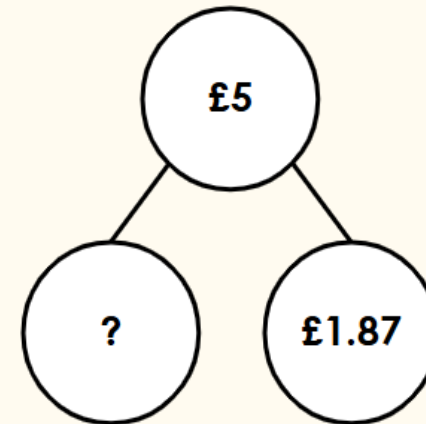
TBAT: subtract pounds and pence from £5.

If you buy the  
ball, what will  
your change be  
if you pay with a  
£5 note?



£3 and 65p

Joe buys an ice  
cream for £1.87. He  
pays with a £5 note.  
Calculate his  
change.



Andrew buys a chocolate bar which costs £1 and 44p.  
He gives the shop keeper a £5 note.

The change will be:

A.



B.

The change will be:



Which is correct? Prove it.

05.02.26

TBAT: subtract pounds and pence from £5.

### Independent

1.  $£5 - £2.55 =$

2.  $£5 - £3.70 =$

3.  $£5 - £3.25 =$

4. Amira has £5.

She buys a pack of stickers for £2.32

How much money does Amira have left?

5. Callum has £5 to spend at the school fair.

He plays a game that costs £3.85

How much change should he get back?

05.02.26

TBAT: subtract pounds and pence from £5.

### Challenge


Ellie buys 2 pencils.  
She pays with a £5  
coin and gets 70p  
change. How much did  
each pencil cost?

### Mastery Challenge

5b. Kim bought a set of paints. She paid with a £5 note. In her change she got four different coins.

£5

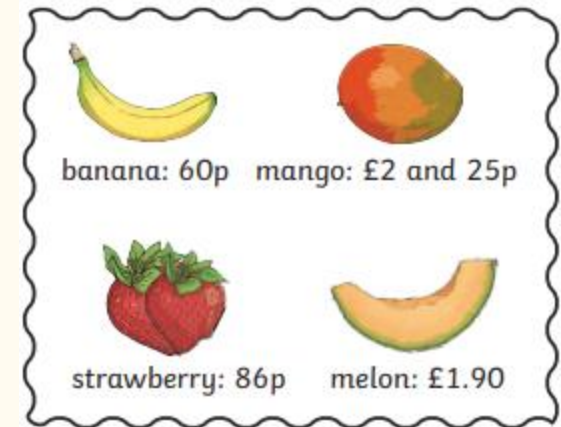
How much could the set of paints cost?  
Show your working.




?

### Mastery with greater depth

Zeke and Hari are buying smoothies at the shop.



c) Which two smoothies did Hari order?



I bought two smoothies using a £5 note and received £2 and 24p change.

Hari



Thursday 5th February

TBAT: write a diary entry.

3 in 3

This evening, Grandmama called me over to sit by the warm fire. With a serious voice, she began to tell me the truth about real witches. As I listened, my heart thumped like a drum because her stories were so frightening. After she explained the signs, I felt nervous, wondering if I had ever walked past a witch without knowing it. By the end of the night, I felt scared but also grateful that Grandmama had warned me.

1. What voice did Grandmama use?
2. How did the boy feel when listening to Grandmama?
3. What did Grandmama explain to the boy?

**Write sentences that include fronted adverbials about the events in chapter 2.**

Thursday 5th February

TBAT: write a diary entry.

Is a diary entry formal or informal writing?

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

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

Key events to remember:

- 'Normal' morning, that changed by the evening.
- Grandmama told the boy witches are real.
- They look like ordinary women.
- They hate children (5 children have disappeared).
- Grandmama wants the boy to be safe.

**Include the boy's thoughts and feelings throughout these events.**

**Don't forget fronted adverbials (By the fire, Grandmama.....)**

Thursday 5th February

Dear Diary,

What a busy and unbelievable day it has been. My head feels as if it's spinning like a whirling top after everything Grandmama told me today. I thought it would have been an ordinary day but turned out to be the opposite.

This evening, Grandmama sat me down by the warm fire and told me all about *witches*. At first, I thought she was joking, but her face was as serious as a statue, so I knew she meant every word. As she spoke, she explained that real witches look like ordinary women, which made me feel nervous and jumpy. How am I supposed to spot one if they look just like everyone else?

When she told me the worst part, my stomach turned wobbly like jelly. Witches don't just dislike children—they want to *get rid of us*. I kept thinking about all the women I've seen in the street. Could any of them be witches?

After that, Grandmama told me the signs to look out for. Witches wear gloves to hide their sharp claws, wigs to cover their bald, shiny heads, and special shoes because their feet don't have toes. I tried to remember every detail so I can keep myself safe.

Even though I felt scared, I'm glad Grandmama told me the truth. She always knows how to protect me, even when the truth is frightening.

At the end of this strange day, I still feel a bit shaky. I just hope I never meet a real witch.

From, Me

Thursday 5th February

Q: What does the food on the Seder plate represent?

3 in 3

Passover is a special Jewish festival that remembers a story from a long time ago. Jewish people remember how Moses helped the Israelites escape from slavery in Egypt. This escape is called the Exodus.

To celebrate Passover, families have a special meal called the Seder. The Seder meal includes foods that help tell the story. For example, matzah is flat bread that reminds people of how the Israelites had to leave Egypt quickly, without time for their bread to rise. Bitter herbs remind them of the sadness and hardship of being slaves. During the Seder, families read from a book called the Haggadah, which guides them through the meal and the story. Children often ask questions, and everyone takes part in remembering and celebrating freedom.

1. What event does Passover remember?
2. What is the name of the special meal eaten during Passover?
3. Why do Jewish people eat matzah at the Seder meal?

**Why do you think it is important for families to remember stories from their history?**

Thursday 5th February

Q: What does the food on the Seder plate represent?



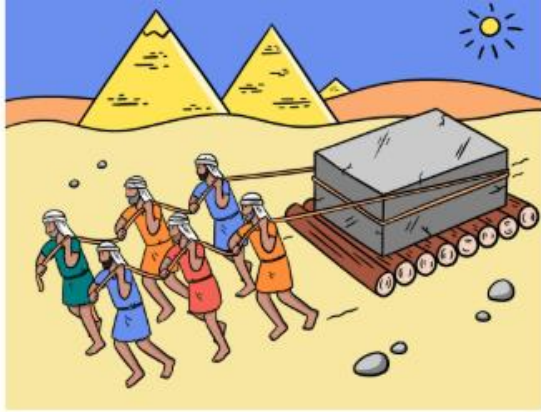




Haroset is sweet and sticky and delicious! It **symbolises** the sticky mortar that the enslaved Hebrews used to make many buildings for Pharaoh in Egypt.



The **Seder** shank bone **symbolises** how Jews had to mark their doors with blood to avoid the plague that fell on the Egyptians. It helps remind us of freedom.



The bitter herbs taste very strong and sharp. They **symbolise** the pain my ancestors felt when they were forced to work so hard in Egypt.



Usually, parsley is the green vegetable, but some families use lettuce or celery instead. We dip these in salty water to **symbolise** the tears of my ancestors who were enslaved in Egypt.





The roasted egg shows hope and new life. I think this **symbolises** how our ancestors got a new beginning when they escaped slavery in Egypt.



Matzah is crunchy and fun, but gets a bit boring after a few days! It **symbolises** the bread the Hebrews made as they left on the **Exodus**. They had to hurry!

Thursday 5th February

Q: What does the food on the Seder plate represent?

Label the foods and explain what the meaning behind each one is

Lettuce  
Haroset  
Egg  
Bitter herbs  
Shank bone  
Celery



Write about other items that could be found at the Seder meal.

Thursday 5th February

Q: What does the food on the Seder plate represent?

Egg - New life at the  
promised land.

Bitter herbs- Pain that was  
caused when they had to work  
so hard.

Lettuce- Dipped in  
salt water to  
represent the tears  
of ancestors.

Haroset - Sticky to represent  
the mortar used to make  
buildings in Egypt.

Lamb shank bone - Jews  
used lamb's blood to mark  
their doors to be protected  
from the plagues.

Thursday 5th February

Q: How are shadows formed?

Thursday 5th February

Q. What are the signs I could be getting ill?

**Talk partners**

What do you know about keeping yourselves healthy? Think back to our last PSHE lessons.

Thursday 5th February

Q. What are the signs I could be getting ill?

**Thinking time**

Can we feel ill physically and mentally? What examples could we think of?



On whiteboards:

Who could we speak to if we were worried about how we are feeling?

Some ways we could have thought about:



Feeling sick



Headache



Tired



Upset



Thursday 5th February

Q. What are the signs I could be getting ill?

You are going to create a poster for everyone at school to help them when they feel worried about their health.

Things to include:

1. What signs might there be that they are not well?
2. Which adults in school are particularly good to talk to about these worries? (You can name and maybe draw them!)
3. Make the poster big and bold with images so everyone can read it easily.

## Feeling Worried About Your Health?

### Here's How We Can Help!

What signs might show you're not feeling well?



Your tummy hurts



You feel sick



You have a headache



You feel upset, worried, or confused



You feel dizzy or too hot/cold



You notice something



You notice doesn't feel 'right'

Who can you talk to in school?



Your Class Teacher - always happy to listen and help



Teaching Assistants - can look after you and tell other adults



School Nurse / First Aider - can check you over



Any trusted adult in school - if one person is busy, you can always go to another person