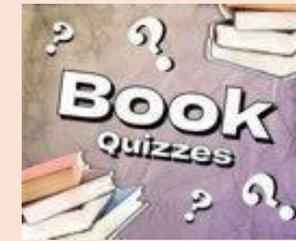


Wednesday 25th February 2026

25.02.26

Morning Challenge

Good
Morning



Times Tables Word Problems

your knowledge of times tables to help you solve the following problems.

Ada is having a birthday party. She thinks that each person will each 4 biscuits each. If there are 8 people at the party, how many biscuits will she need?

The Sadiq family were having a bonfire party. They bought some sparklers to share with the whole family. Sparklers are packed into boxes of 6. They bought 9 boxes. How many sparklers did they have altogether?

A chef made blueberry pancakes for breakfast. He used 72 blueberries in total. He placed 9 blueberries on each pancake. How many pancakes did he make?

In a recipe, it says you need to use 12g of chocolate chips per cupcake. Freya wishes to make 8 cupcakes. How many grams of chocolate chips will she need?

On Monday, Sheila's Shoe Shop sold 24 pairs of shoes. Each customer bought 2 pairs. How many customers bought shoes that day?

Jack has 4 friends over for tea. They have 4 fish fingers each. How many fish fingers does his dad need to cook altogether?

In a shop, coloured pencils are sold in packs. Each pack contains 7 coloured pencils. If the shopkeeper sells 8 packs, how many pencils are sold altogether?

Mrs Bradshaw had a bag containing 18 sweets. She shared the sweets between her 3 children. How many sweets did each child get?

On holiday, Noah swam 12 metres every day. After 7 days of swimming, how many metres had he swum?

Mercedes works every day of the week, apart from weekends. She works for 4 hours each day. How many hours will she work in 1 week?

There are 21 people standing in line at a taxi rank. Each time a taxi comes, 3 people get in. How many taxis are needed to carry all 21 people?

At Sunny Lodge nursery, there are 9 teachers. Each teacher cares for 5 children. How many children are there in total?

Complete the times table word problems then stick them in your morning challenge books.

Quietly read your book.

Geography pick ups

1) Which hemisphere is the USA in?

The Northern Hemisphere.

2) Which continent is the USA in?

North America.

3) Which continents are to the east of the USA?

Europe and Africa

4) Which oceans borders the USA?

The Atlantic Ocean and Pacific Ocean.

5) Which climate zones are in the USA?

Subpolar, temperate, Mediterranean, arid

6) Which climate zones are not in the USA and why?

The polar, tropical and equatorial zones are not found in the USA.

Wednesday 25th February 2026

Word work

The spelling thief has stolen some of the letters from your spelling words!

TASK 1: Can you work out the letters he has stolen and where the plural possessive apostrophes should go?

1. B_bi_s
2. Pa_ent_
3. Child_e_
4. M_ns
5. Pe_ple_s



girls'
boys'

TASK 2: Write 3 sentences using these spelling words and apostrophes correctly.

Times tables

25.02.26

Times table ball throw

Stand in a circle.

Your teacher will call out a question from the 7 x table and then throw you the ball. You have to catch the ball and then correctly answer the question.

Be prepared – it could be **YOU!**



25.02.26

TBAT: multiply decimal numbers by 10

3 in 3

1. $16 \div 10 =$

2. $343 \times 8 =$

3. $4 \times 3 \times 10 =$

Challenge

I think of a number.

I divide by 6 and then double it.

The answer is 14.

What was my starting number?

25.02.26

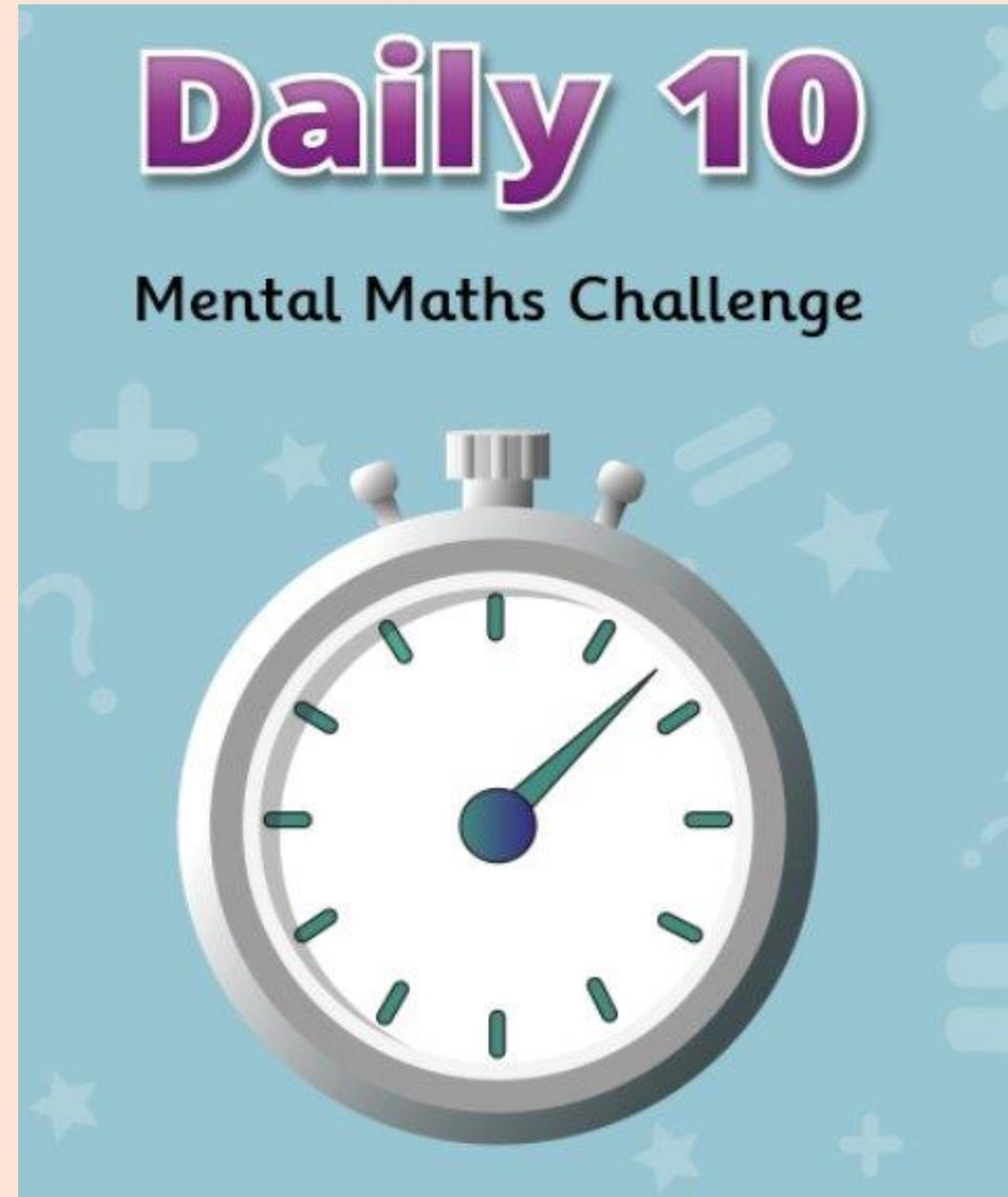
TBAT: multiply decimal numbers by 10

Key vocabulary

- Multiply
- Place value
- Digit

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

Level 4- 7 times
tables



25.02.26

TBAT: multiply decimal numbers by 10

$$4 \times 10 =$$

$$5 \times 10 =$$

$$8 \times 10$$

$$12 \times 10 =$$

What do you notice about your answers?

25.02.26

TBAT: multiply decimal numbers by 10

Write this number on your place value grid: **3.4**

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
		3	4		

When you multiply 3.4 by 10, what will happen to the digits in this number?

The digits will move one place to the **left** because the number is getting 10 times **bigger**.

25.02.26

TBAT: multiply decimal numbers by 10

Write this number on your place value grid: **4.7**

Multiply by 10

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

25.02.26

TBAT: multiply decimal numbers by 10

Write this number on your place value grid: **23.9**

Multiply by 10

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

25.02.26

TBAT: multiply decimal numbers by 10

Write this number on your place value grid: **0.36**

Multiply by 10

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

25.02.26

TBAT: multiply decimal numbers by 10

Write this number on your place value grid: **0.243**

Multiply by 10

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

25.02.26

TBAT: multiply decimal numbers by 10

Independent

	x 10
5.7	
23.02	
0.92	
0.306	
24.67	

RP

Complete the sentence.

To multiply a number by 10, move the digits _____ place to the _____.

Challenge

Elias has £0.78 in savings. Priya has saved 10 times the amount Elias has.

1a) How much savings does Priya have?

b) How much more money does Priya need to reach £10.00?

25.02.26

TBAT: multiply decimal numbers by 10

Mastery Challenge

Liam runs a small lemonade stand. Each cup of lemonade contains 0.35 litres of juice. On a hot day, he decides to prepare 10 cups of lemonade. How many litres of lemonade does Liam need altogether? Explain how multiplying by 10 changes the decimal number.

Mastery Challenge with Greater Depth

A bottle of juice holds 0.62 litres. Amir buys 10 bottles for a class picnic. He says, "I now have 62 litres of juice." Is Amir correct? Explain your answer.

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

3 in 3

1) Write and underline the fronted adverbial in this sentence:

Before sunrise, the fox crept across the field.

2) Write and Underline the adverb in this sentence:

The boy ran quickly across the playground.

3) Rewrite this sentence in the past tense:

The children are carefully carrying their bags through the tunnel.

Challenge- Rewrite this sentence in the past tense, making sure the adverb stays in the correct place:

The frightened boy slowly opens the heavy wooden door and peers inside.

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

Blue – Describe Jack in 3 words

Green – Describe Rose in 3 words

Challenge- Create a sentence with an expanded noun phrase about one of the characters.

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

The features of a character description.

What Makes an Effective Character Description?

- Create a clear picture of your character in the reader's head.
- Think carefully about the senses.
- Use figurative language.
- Show the reader what the character is like through the use of action or speech.
- Vary your vocabulary and sentence structure to keep the reader engaged.



Features:

- Expanded noun phrases
- Adjectives to describe appearance/personality
- Showing personality through actions
- Fronted adverbials
- Powerful verbs and adverbs
- Similes
- Emotions and feelings

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

What are expanded noun phrases?

Expanded noun phrases are nouns with extra detail added using adjectives or description. When using multiple adjectives, you must separate them with commas.

Example:

- *the dog* → *the **small, fluffy** dog*

Turn and talk: Can you think of another example?

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

What are adverbs?

Adverbs are words that give extra detail about a verb — they tell us how, when, or where something happens.

Example:

He ran. → *He ran **quickly**.*

She fought. → *She fought **bravely**.*

Turn and talk: Can you think of some other examples you could use when describing a character?

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

Here is an image of the Witch in the Wizard of Oz.

Tell your partner 3 adjectives you would use to describe her!



Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

Create a word bank in your books of 5 adjectives and 2 similes to describe her.

It should look like this:



The Witch

- Fierce
- Cruel
- Horrifying
- As nasty as a shadow in the night
- Wrinkled like an old, dried-up apple



Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

We are now going to use these words to write sentences describing her.

Your first sentence must include a MANNER fronted adverbial and adjectives.

WAGOLL:

Slowly and silently, the wicked witch crept through the dark forest.



Manner

- silently
- slyly
- wickedly
- softly
- quietly
- cruelly

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

Your next sentence must include an expanded noun phrase and a simile.

WAGOLL:

The wicked witch, with her long, crooked nose and sharp yellow teeth, grinned as nastily as a starving goblin.



- wicked
- cruel
- sneaky
- spiteful
- cackling
- gloomy
- twisted
- as crooked as an old oak branch
- as silent as drifting smoke
- as fierce as a stormy wind

Reminder: You MUST have a comma between 2 adjectives!

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.



Your next sentence must include a fronted adverbial, expanded noun phrase, a pronoun for the witch and alliteration.

WAGOLL:

With a slow, sinister grin, she crept closer with her crooked, crimson cloak.

Reminder: You MUST have a comma between 2 adjectives!

- With a wicked glint in her eye,
- In the dim moonlight,
- As quietly as a creeping cat,
 - horrid hands
 - twisted teeth
 - wicked witch
 - crooked cloak
 - twisting talons

Wednesday 25th February 2026

TBAT: describe and compare a character's traits.

To finish, read through your sentences and ensure you have used:

Capital letters

Full stops

Commas in between expanded noun phrases

Commas after fronted adverbials

Adjectives

Pronoun

Simile

alliteration



Wednesday 25th February 2026

TBAT: describe the childhood of Prophet Muhammad and how Muslims interpret it today.

Keywords

polytheism

belief in many gods

compassion

recognising the suffering of others, deeply caring and taking action to help

orphan

a child whose parents are no longer alive

Blue – What is an outcast?

Green – What is a rabbi?

Challenge
Can you follow more than one religion?

What was Arabia like when the Prophet was born?



Explanation

The Prophet Muhammad was born in 570 CE in the city of Makkah, which is located in present-day Saudi Arabia.



Makkah



Globe image: TUBS / Wikimedia Commons

What was Arabia like when the Prophet was born?



Many Muslims believe that on the night the Prophet Muhammad was born, a great star appeared in the sky.

The Prophet Muhammad's grandfather was delighted to hear the news of his birth and started thinking of a name for the baby boy.

Finally, he decided upon "Muhammad", which means "often praised", or "worthy of praise".



What was Arabia like when the Prophet was born?



Explanation

At the time of Prophet Muhammad's birth, Arabia was made up of many tribes.

Many of these tribes were nomads, travelling across the desert and trading goods.

Most of the tribes practised **polytheism**.



Illustration of the ancient Arabia region



Polytheism means believing in many gods instead of just one.

In **polytheism**, people worship many different gods, each with their own role, like a god of the sun, sea, or the harvest.

At the time of Prophet's birth, many people in Arabia practised **polytheism** and worshipped many idols as their gods.



An example of many different Gods worshipped by the Ancient Greeks



In addition to the many polytheistic tribes, there were also smaller Jewish and Christian communities in Arabia.



the Star of David

These communities believed in only one God, just like today's Jews and Christians.



the cross



There was also a small group of people who believed in one God but did not follow Christianity or the Jewish religion.

They were called Hanifs.

Hanifs rejected idol worship and refrained from practising **polytheism**.

The different tribes: Hanifs, polytheists, Christians and Jews lived and worked together in the same communities.

Most people were traders, farmers, or craftsmen, and they depended on each other for goods and services.

Despite their different beliefs, they often worked together, formed trade partnerships, and even made agreements to keep peace in their towns 

1) Complete this sentence in your book:

Polytheism is ...

2) Read Alex's statement below. Is Alex correct?

Explain whether you agree or disagree with Alex using the evidence from what you have learnt.



Alex

I think that everyone in Arabia at the time of Prophet Muhammad followed **polytheism** as their religion.

I agree/disagree with Alex because _____.



Silent reading
5 minutes

Wednesday 25th February 2026

TBAT: name devices used to listen to and play audio, and create my own audio recording using key features.

Keywords

microphone

an input device used to record sound

audio

sound that has been recorded on a digital device

**speaker/
headphones**

output devices used to play audio

Wednesday 25th February 2026

TBAT: name devices used to listen to and play audio, and create my own audio recording using key features.

Blue - What is audio?

Green- Where in everyday life do you hear audio, even if you're not using a device?

Challenge: Why do you think audio is important in helping us understand or experience things better?

There are many ways we might listen to **audio**.

In what ways do you listen to **audio**?

Share your thoughts.



An **audio** is a sound that has been recorded on a digital device.

When we use **audio**, we must consider who owns the content.

An **audio** belongs to the person or group who asked and paid for it to be created.

You must be careful sharing or using others' **audio**. You must check who owns it and get permission. Look for a licence which is a set of rules on how it can be used.

Give credit to the creator. You must not try to pass off the content as your own.



Here are a few ideas of what makes a good **audio** clip.
Can you think of more?



Aisha

I think you need a clear voice.

Don't use words like 'um' or 'ah'.



Andeep

You shouldn't cough or sneeze.



Jacob

Here are a few possible ideas, you may have thought of others.

- clear voice
- fun and interesting topic
- short and to the point
- steady pace
- easy to follow
- share a story or some facts
- background music
- friendly tone of voice
- includes some questions



Let's listen to an example of an **audio**.

Listen to the podcast



1. Which of the features in the list did the **audio** have?

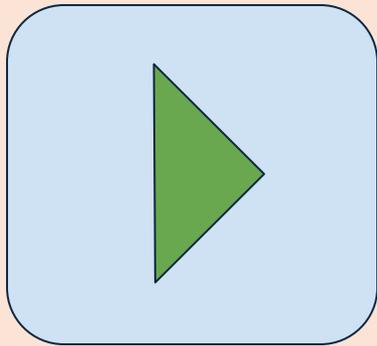
- clear voice
- fun and interesting topic
- short and to the point
- steady pace
- easy to follow
- share a story or facts
- background music
- friendly tone of voice
- includes some questions

2. Explain if you think this **audio** is good and give one reason.

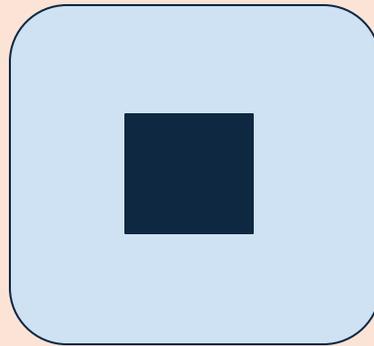
3. Suggest one improvement that could be made.

Let us begin by discovering which **devices** allow us to record and play **audio**.

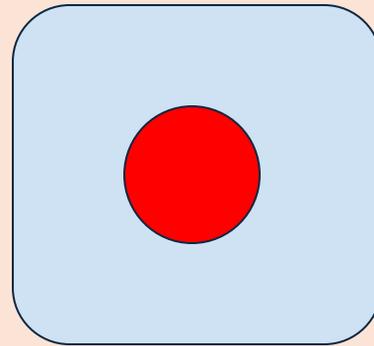
Devices will have a buttons on them like this.



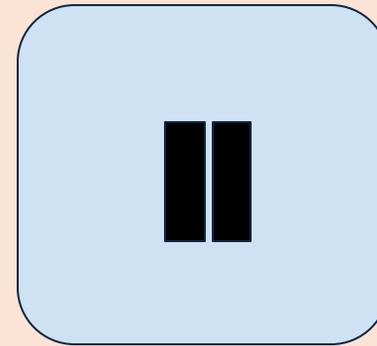
play



stop



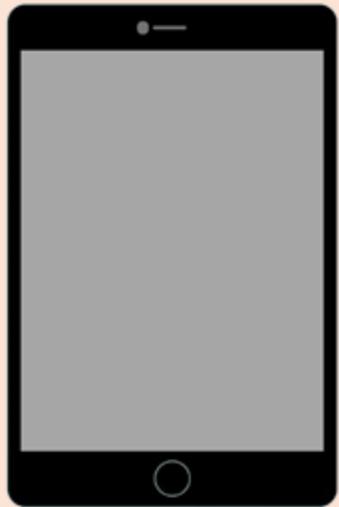
record



pause

Hopefully, you recognise some of the symbols above.

There are many devices that allow you to record **audio**.
Some you may be more familiar with than others.



tablet



laptop



digital camera



game console

Some digital devices have built-in input and output components. These are integrated within the devices, making them hidden from view.

Digital devices that record **audio** need an input.
To play the **audio** back we need an output.



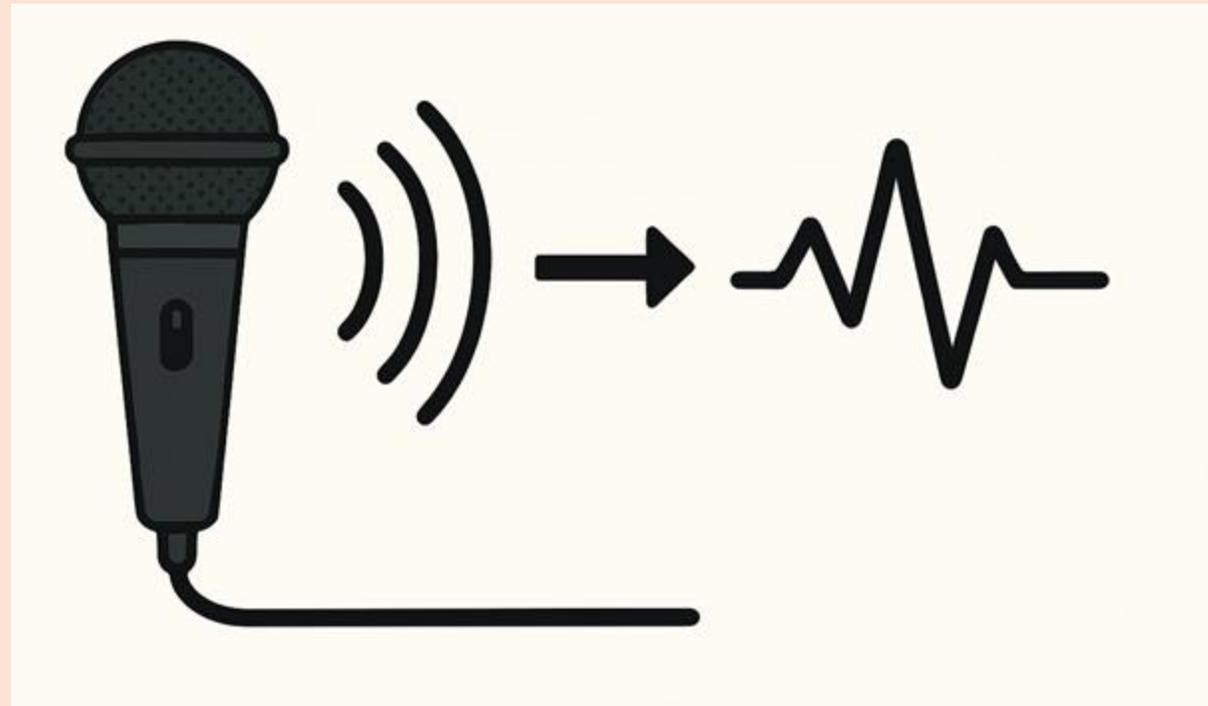
A **microphone** is an
input device.



The **speakers** are an
output device.

An input device like a **microphone** will take in a sound and change it into a signal.

The signal can then be used to play sound through **speakers** or saved to a computer.

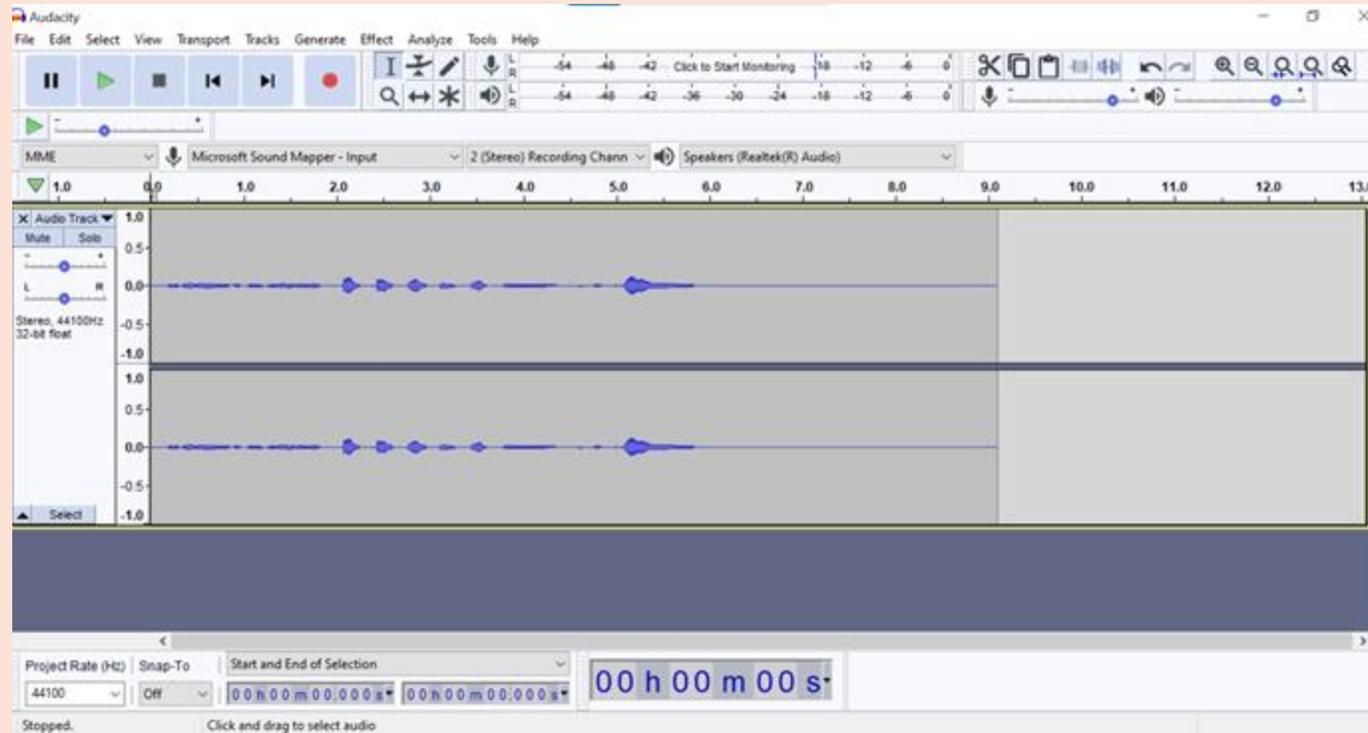


Create an audio recording



Explanation

It is now time to begin recording your own **audio**.

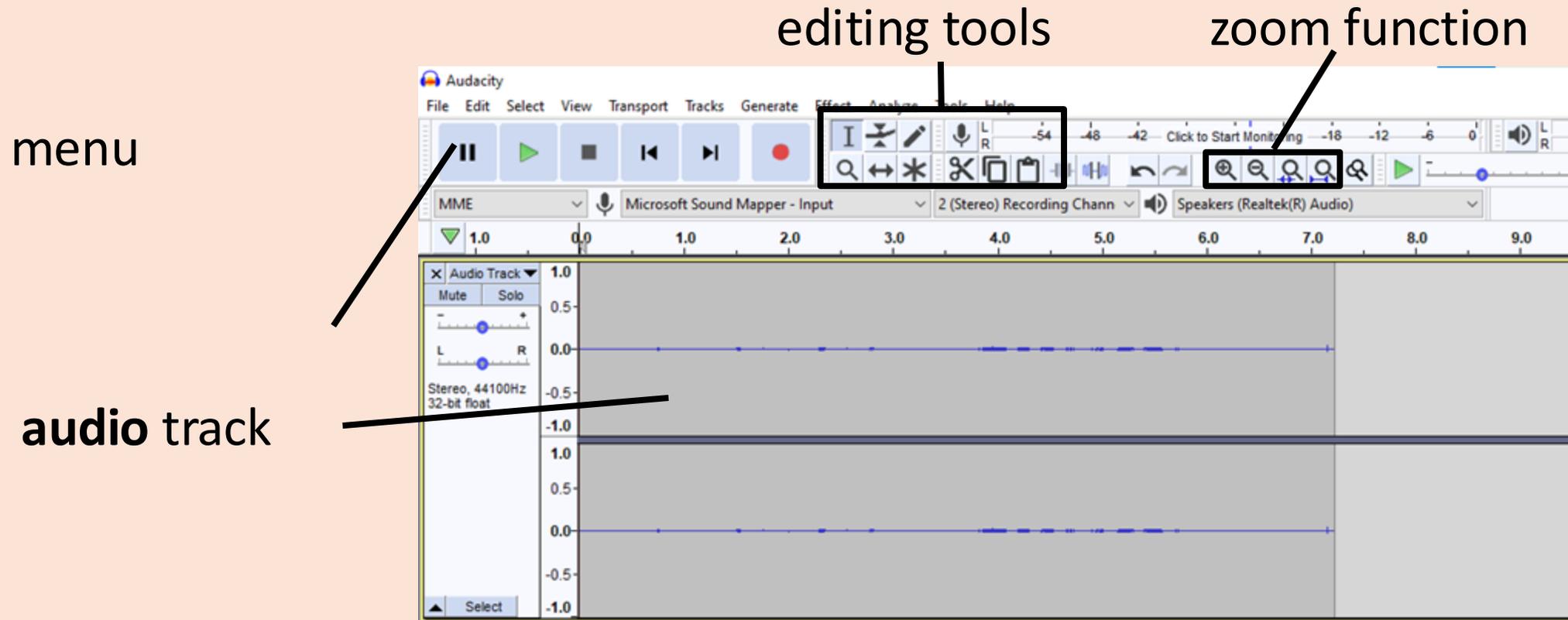


We will use a free program called Wavacity

Create an audio recording



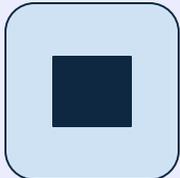
First, we need to know our way around the application and the menus.



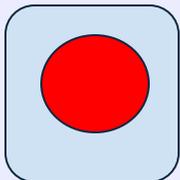
When you start using Wavacity you will need to use different buttons on the menu.



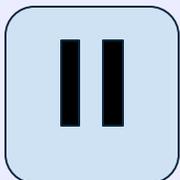
play button starts your **audio**



stop button stops your **audio**



record button lets you capture sounds so you can save and watch or listen to them later



pause button stops your **audio** for a moment, so you can take a break and then continue

Take time to watch this short video. This will model the steps needed to record, play and then delete your **audio**.



Watch the short video here to find out more.

Did you know that you can select parts of the **audio** to delete? You do not have to delete it all.



Lucas

Before you begin you will need to check you have **headphones** with a **microphone** plugged into your laptop or computer.



laptop



headphones
with
microphone

This will allow you to record your own **audio**.



Now you are familiar with wavacity, it is time to open the software and record your own **audio**.

Step 1: Record your voice.

Step 2: Press play to listen to your recording.

Step 3: Practice deleting parts of your recording.

Wednesday 25th February 2026

TBAT: develop returning the ball using a forehand and understand when to use it.

Tennis- Lesson 2

Success criteria:

- As the ball approaches, move your feet to get in line with it.
- Start in the ready position

Knowledge Organiser
Get Set 4 Education
Tennis Year 4

About this Unit
Tennis is a net and wall game. It is played over a net with a racket and ball and can be played as a 'singles' (1v1) competition or 'doubles' (2v2) competition.
Tennis or 'Jeu de paume' (palm game) was first played without rackets and used the palm of the hand to hit the ball. The game was invented in the 12th century by monks in Northern France.
It wasn't until the 16th century that rackets were added and it became known as tennis. It was a very popular sport and King Henry VIII was a keen tennis player.

Net and Wall Games Key Principles

attacking	defending
score points	limit points
create space	deny space
placement of an object	consistently return an object

Can you think of any other net and wall games that share these principles?

Key Vocabulary

- alternate:** one then the other
- co-operative:** working together
- compete:** take part in a contest
- contact:** the point where you hit the ball
- continuous:** keep a rally going
- control:** being able to perform a skill with good technique
- court:** the space used for a tennis game
- deny:** to prevent an action happening
- extend:** to make longer
- rally:** when a point is played back and forth
- receiver:** the person who the ball is being hit to
- reflect:** to think back on the experience
- swing:** smooth semi circular action
- tactic:** a plan that helps you to attack or defend

Ladder Knowledge

Shots:	Rallying:	Footwork:
Play a forehand when the ball comes to your dominant side. Play a backhand when the ball comes to your non-dominant side.	Move your feet to the ball to help you to hit in a more balanced position and increase the accuracy of your shot.	Get your feet in the right position to help you to balance before playing a shot.

Movement Skills

- throw
- catch
- forehand
- backhand
- rallying

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

- Social:** co-operation, support and encourage others, collaboration, respect
- Emotional:** perseverance, honesty, determination
- Thinking:** identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics

Rules

Win a point if:

- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice

Tactics

Attacking:

- Look at where your opponent is and try to place the ball away from them.

Defending:

- Move quickly to a ready position in the centre of the space.
- Cover the space between you when playing with someone else.

Healthy Participation

- Make sure any unused equipment is stored in a safe place.
- Stay a safe distance from one another when using the racket.

Home Learning

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

Jeu de Paume (Palm Game)

What you need: a ball and a wall

How to play:

Using the palm of your hand, can you...

- Hit ball up continuously?
- Bounce the ball down continuously?
- Hit the ball up, let it bounce once then hit it up again? How many can you do in a row?

Playing against a wall, can you...

- Hit the ball against the wall, let it bounce then hit it again keeping a rally going? How many can you do in a row?

How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

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

@getset4education136

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Wednesday 25th February 2026

TBAT: develop returning the ball using a forehand and understand when to use it.

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.