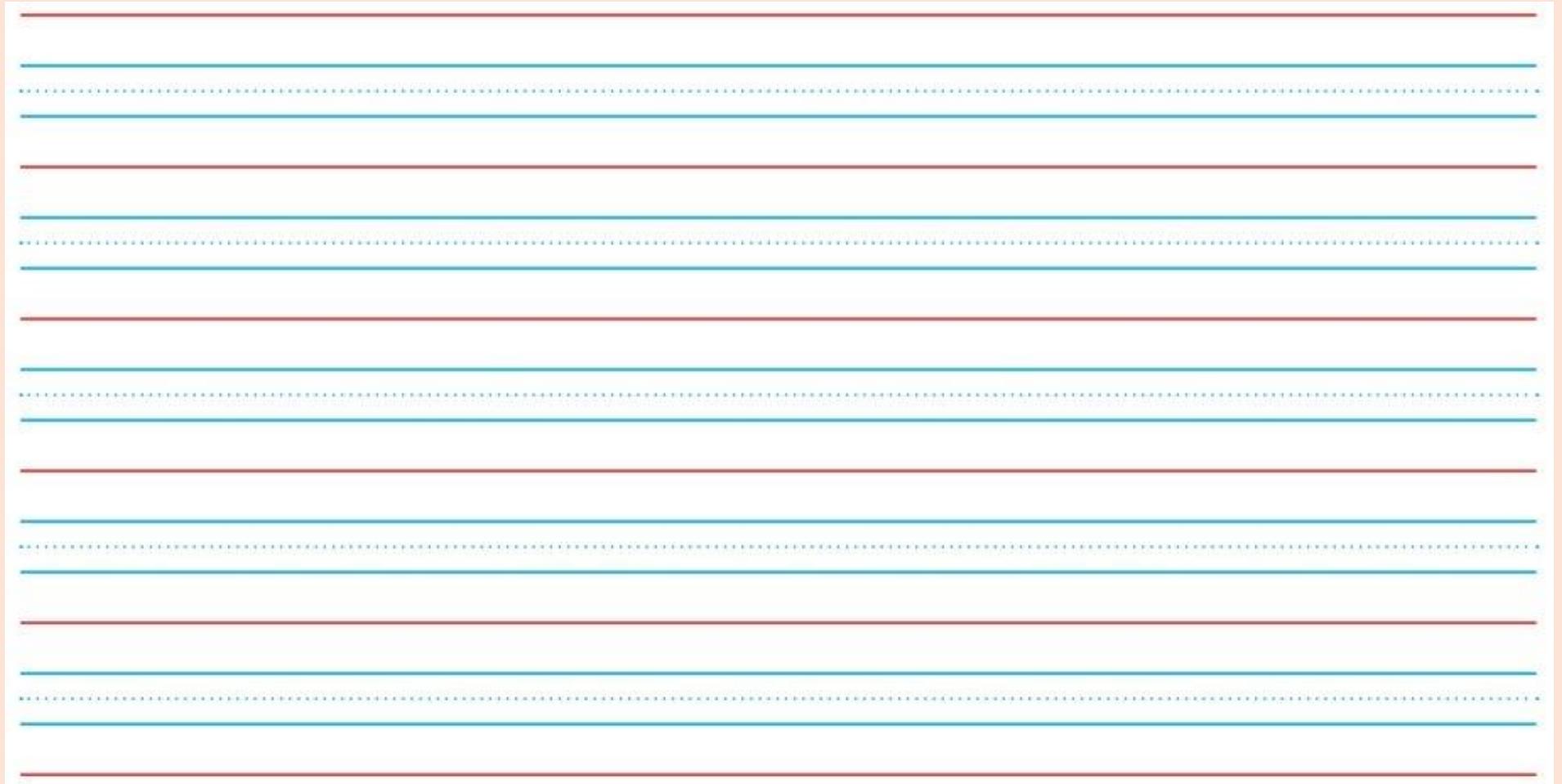


Tuesday 3rd February

Morning Challenge

ceiling
receipt
protein
caffeine
seize
neither

A set of handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, designed for children to practice letter formation and alignment.

Challenge – Write a sentence including a spelling in the present perfect tense.

Tuesday 3rd February

TBAT: spell words with ‘ie’ or ‘ei’ after c.

deceive

field

piece

believe

receive

What do you notice about the letters ie/ei in these words?

Tuesday 3rd February

TBAT: spell words with ‘ie’ or ‘ei’ after c.

After the letter C, the spelling is usually ‘ei’

If there is no C before it, it is often ‘ie’

Sort the words into columns.

ei after c	ie (no c)

deceive
conceive
receive
perceive
ceiling
receipt
protein
caffeine
seize
neither

Challenge – Can you think of any exceptions to this rule?

Tuesday 3rd February

TBAT: spell words with ‘ie’ or ‘ei’ after c.

Use one of your ‘ie’ spellings in a sentence...

1. written in passive voice.
2. with a relative clause.
3. with a fronted adverbial.

Challenge – Write a sentence using two spellings

in the subjunctive mood.

deceive

conceive

receive

perceive

ceiling

receipt

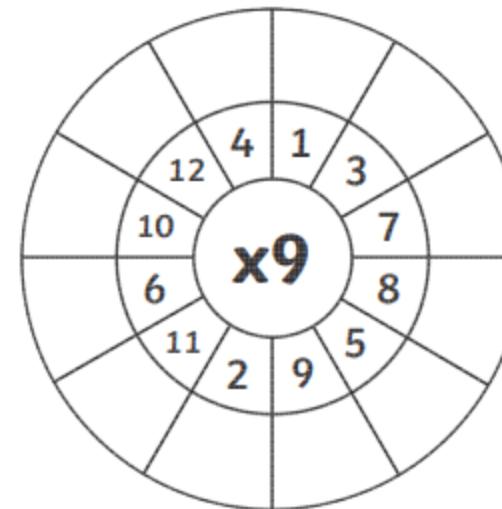
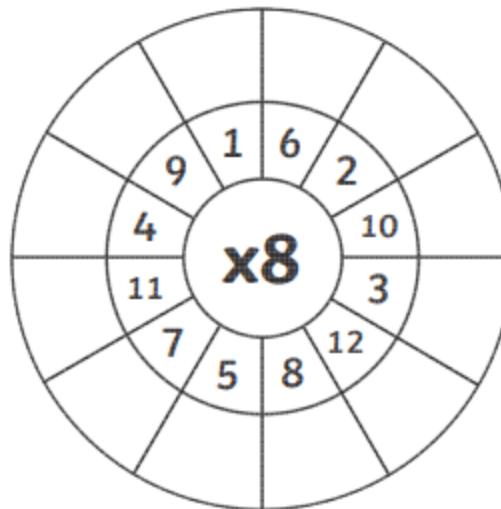
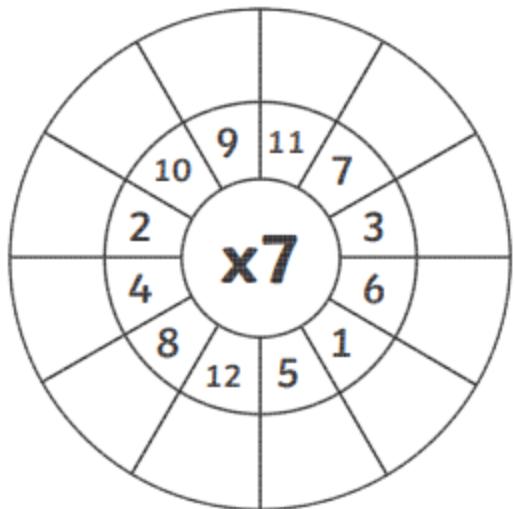
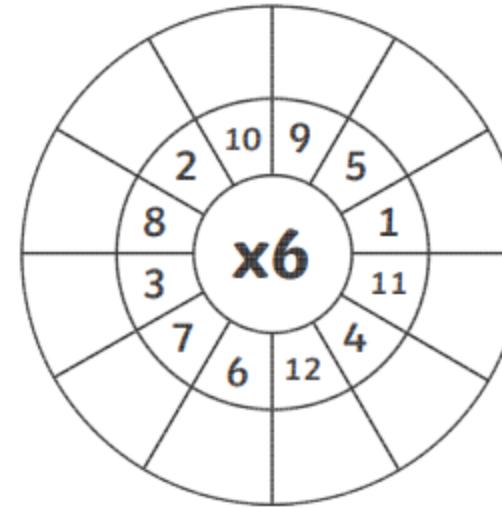
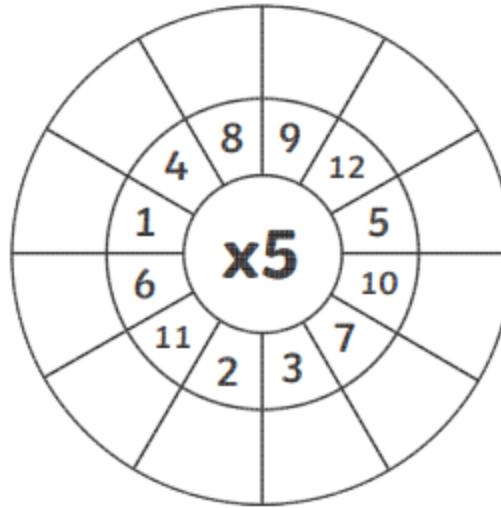
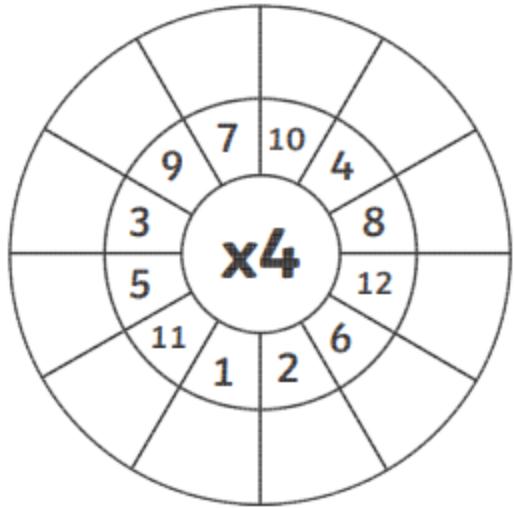
protein

caffeine

seize

neither

03.02.26



03.02.26

TBAT: understand and find prime numbers less than 100.

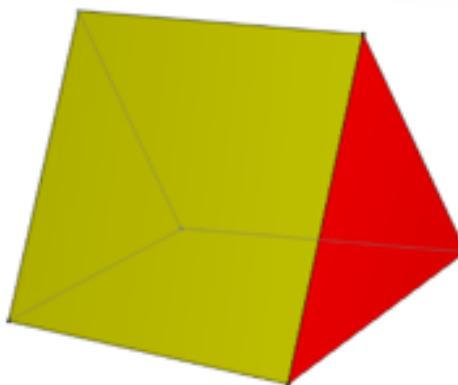
3 in 3

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

1. _____ = $27,568 + 4,391$

2. $3/9 \times 270 =$

3. Here is a drawing of a 3D shape.



Complete the sentences.

There are _____ faces.

There are _____ vertices.

There are _____ edges.

Challenge –

If you know $10\% = 15$. What other percentages can you find?

03.02.26

TBAT: understand and find prime numbers less than 100.

What is a prime number?

How is a prime number different to a multiple?

03.02.26

TBAT: understand and find prime numbers less than 100.

List all the prime numbers between each pair of numbers.

1

and

6

15

and

45

30

and

70

Challenge -

True or false? 91
is prime number.
Explain your
reasoning.

03.02.26

TBAT: understand and find prime numbers less than 100.

List the factors of each number. Then, circle the factors that are prime.

12

30

42

1) List all the prime numbers between each pair of numbers.

- a)

1

 and

10

- b)

10

 and

20

- c)

20

 and

50

- d)

50

 and

90

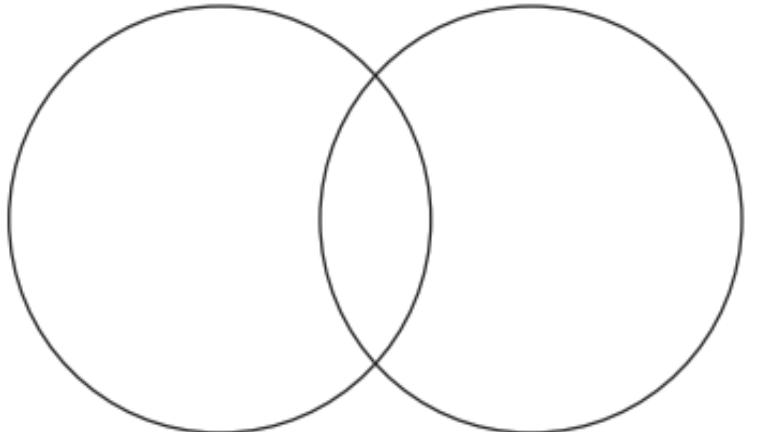
2)

a) Sort these numbers into the Venn diagram.

2 7 16 18 31 36 50 64

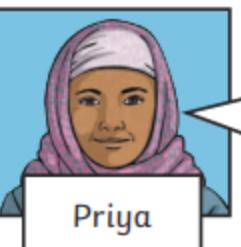
Square Numbers

Composite Numbers



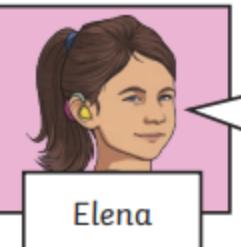
Challenge

Whose statement is true? Explain how you know.



Priya

No even numbers are prime numbers.



Elena

Prime numbers only have two factors.

Mastery Challenge

Felix is thinking of two prime numbers less than 50.



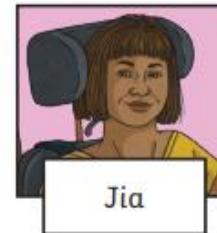
Felix

The sum of my two prime numbers is 42.

What could Felix's prime numbers be? Find all possibilities.

Mastery with Greater Depth

Use these clues to identify Jia's number.



Jia

It is an odd number.

It is not a composite number.

The tens digit is the smallest prime number.

It is less than 50.

The ones digit is the smallest, odd composite number.

Tuesday 3rd February

TBAT: use vocabulary for effect.

3 in 3

1. The sentence below has a **hyphen** missing. Insert it and then explain why the hyphen is needed.

The cold hearted ice queen banished her stepdaughter from the realm.

2. Draw lines to match the underlined part of each sentence with its **grammatical term**.

1) I took my dog to the vet.

an adverbial

2) I learn judo at the club that is in the high street.

a noun phrase

3) The yellow racket with the broken string is mine.

a main clause

4) Once the eggs are cooked, we can have dinner.

a relative clause

3. Which sentence is punctuated correctly?

Tick **one**

Sadly, for us the wind and rain ruined our day.

1

Sadly for us, the wind, and rain ruined our day.

2

Sadly for us, the wind and rain ruined our day.

3

Sadly for us the wind, and rain ruined our day.

4

CHALLENGE: Rewrite the sentence above in the passive.

Tuesday 3rd February

TBAT: use vocabulary for effect.

Partner discussion -

Which of these words are similar?

Which is the strongest?

Which would you use to describe Lyra most accurately? Why?

wild

energetic

fearless

mischiefous

Tuesday 3rd February

TBAT: use vocabulary for effect.

Tier 2 words

- Useful across many texts and subjects
- Often describe character, emotions, actions
- e.g. *rebellious, impulsive, cautious, chaotic*

Tier 3 words

- Subject- or context-specific
- Often linked to a particular text or world
- e.g. *daemon, Jordan College*

Word	Tier
mischievous	
impulsive	
Daemon	
Jordan College	
rebellious	

Tuesday 3rd February

TBAT: use vocabulary for effect.

Replace the weak word

Lyra is a wild child who likes breaking rules.

Replace wild with a more precise word.

Explain how the meaning changes.

Word bank:

- rebellious
- impulsive
- daring
- untamed
- chaotic

Tuesday 3rd February

TBAT: use vocabulary for effect.

Reread the extract.

Partner discussion -

Why is *tornado* more effective than *lots*?

What does *reckless* suggest that *brave* does not?

Are these words positive, negative, or both?

Lyra Belacqua

Lyra Belacqua is a wild, energetic child who seems to belong anywhere except inside a classroom. She is lively and fearless, with a spark of mischief that never seems far from the surface. Often dashing through the halls of Jordan College or scrambling across its rooftops, Lyra behaves as though the ancient building is her own personal playground. She moves with the confidence of someone who has grown up without strict boundaries, loving the thrill of breaking rules and outsmarting the adults around her.

Lyra's appearance reflects the wildness of her nature. Her hair is usually tangled from climbing, running and squeezing through forbidden places and her clothes are often creased or dusty from her latest adventure around the college. She has bright, alert eyes that miss very little and a grin that appears whenever she senses mischief. Nothing about her looks neat or polished; instead, she carries the rough-and-ready look of a child who spends more time exploring rooftops than following rules

Although she has no real interest in lessons, Lyra is sharp and quick-thinking. She relies on her wits more than on careful planning and she often invents stories to impress her friends. Her boldness can get her into trouble but beneath her rebellious exterior lies a fierce kindness and a longing to belong.

Her daemon, Pantalaimon, often reflects her restless spirit. While Lyra charges head-first into new adventures, Pan frequently tries to caution her, showing the contrast between her impulsiveness and the quieter, more thoughtful side she rarely listens to.

Lyra is a tornado of energy and curiosity. She is brave but reckless, clever but untrained, caring but chaotic. She has no real understanding of the larger forces at work around her, yet she stands ready - unknowingly - to step into a world far bigger and more dangerous than the college walls she has called home.

Tuesday 3rd February

TBAT: use vocabulary for effect.

Rewrite these sentences.

Lyra is very brave and likes adventures.

Lyra does not follow rules and gets into trouble.

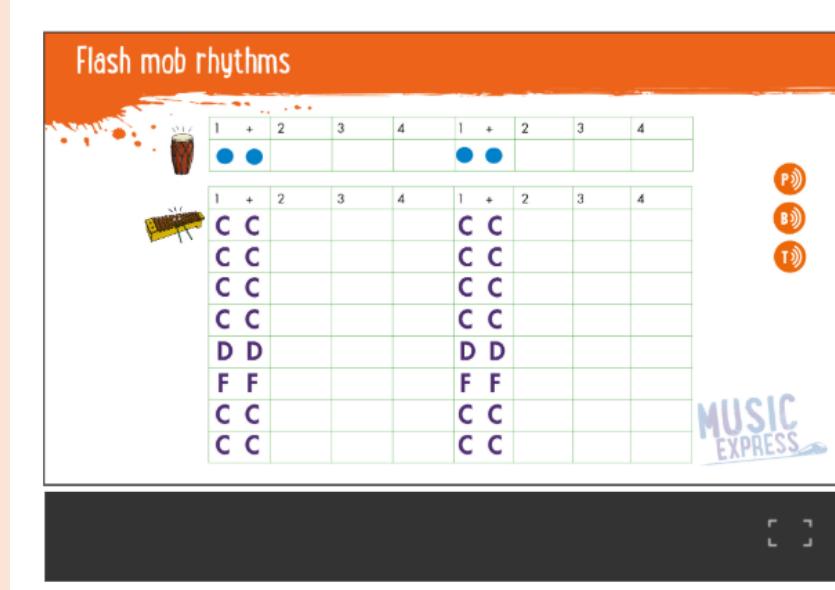
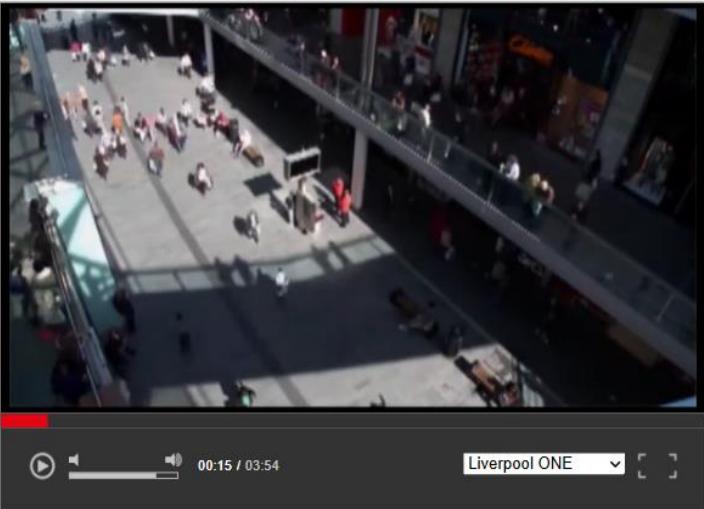
Replace at least two words with stronger Tier 2 vocabulary and explain why those words were chosen.

Challenge – Write a sentence describing Lyra using:

- Ambitious vocabulary
- A fronted adverbial
- Relative clause

Tuesday 3rd February

TBAT: perform and move to music



Challenge

Can you think of a new set of moves that work of the phrase 'Flash mob' and 'shake it and move it'?

Tuesday 3rd February

KQ: How did the First World War end and what followed?

Knowledge Quiz

1. Which jobs did women do during the First World War? (Circle **two**.)

nurse **soldier** **munitions worker** **pilot**

2. How many RAMC nurses were there by 1918?

1,000 **2,000** **5,000** **10,000**

3. How many women had become munitions workers by the end of the war?

up to 500,000 **up to 1 million** **up to 2 million**

4. What age did women receive the vote after the war?

21 **25** **30** **35**

5. How long did women have to wait until they received the vote aged 21?

2 years **5 years** **10 years** **20 years**

The key word for this lesson is
armistice.

An armistice is a peace
agreement between two
conflicting sides.



How did the First World War end and what followed?

Key knowledge

- The First World War ended at 11am on 11 November 1918.
- Armistice Day is still acknowledged in Britain today.
- Civilians had experienced hardship and loss, including rationing of food during and after the war.
- Soldiers were often physically injured or struggled mentally when they came home.

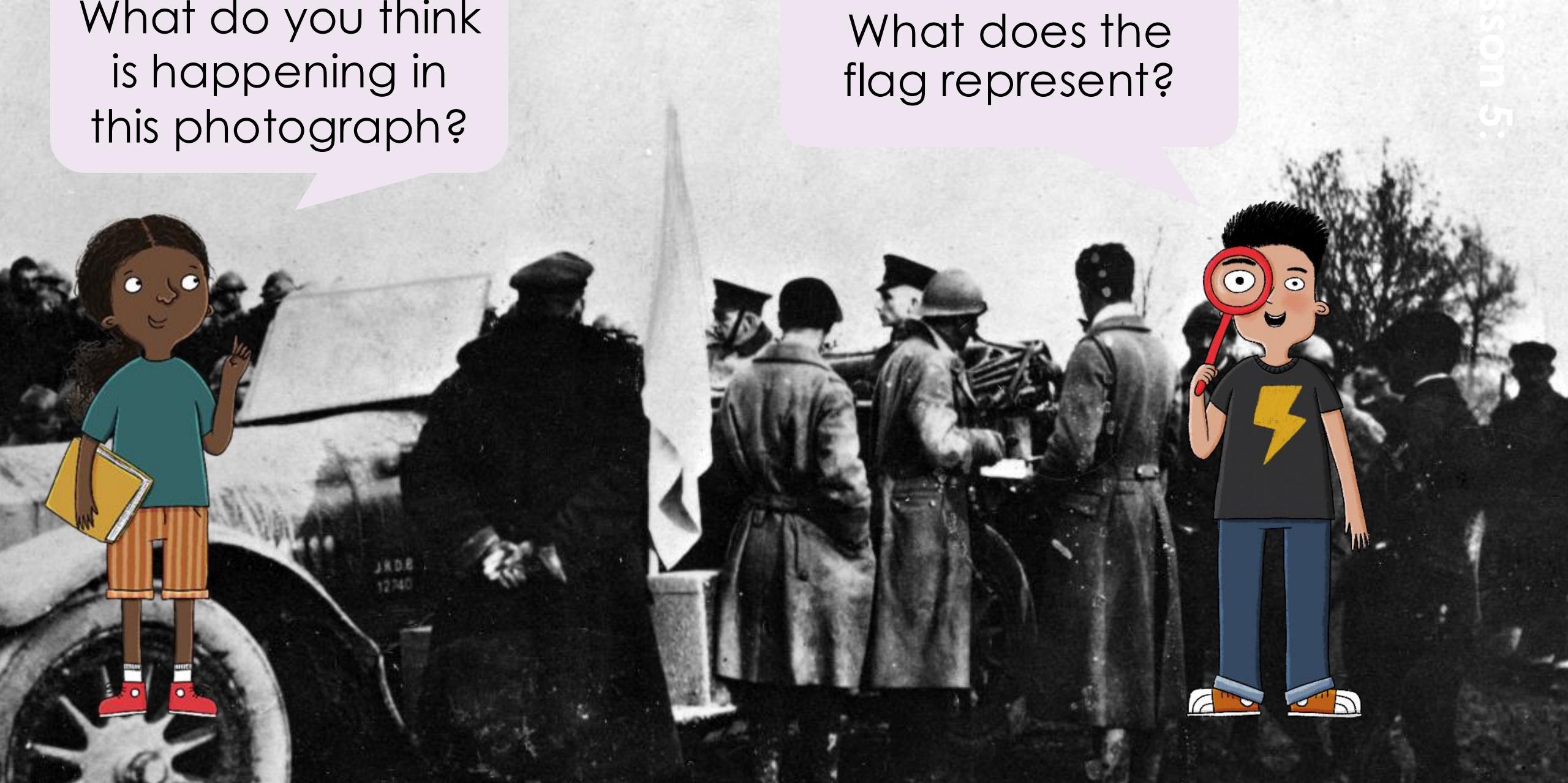
Key vocabulary

- **armistice**
- cenotaph
- rationing
- remembrance



What do you think
is happening in
this photograph?

What does the
flag represent?



How did the war come to an end?

By 1918, both the Allies and the Central Powers were exhausted and had many casualties. When Russia left the war in 1917, this strengthened the Central Powers. However, Britain and France were able to counterattack after the United States of America joined the war to support the Allies in April 1917. Germany was also suffering from starvation.

In October 1918, Austria-Hungary collapsed. Fighting only continued on the Western Front but Germany realised it could no longer win the war.



How did the war come to an end?

On 7 November, three vehicles travelled across No Man's Land in northern France waving a white flag. The German representatives travelled on by train to Compiègne where they began negotiations for an **armistice**.



Lesson 5: Talk task

Why did Germany think it was no longer possible to win the war?

List the reasons you've just learned.



What was Armistice Day?

After fighting for four years, the First World War ended at 11am on 11 November 1918 when Germany signed an armistice, which is a peace agreement. Neither side surrendered.

Although Germany tried to negotiate, they had little choice but to accept the Allies' terms as the Allies were threatening to invade Germany.

The Germans agreed to pull their troops out of France, Belgium, and Luxembourg within 15 days. They also handed over artillery, weapons, and vehicles to the Allies.

11 November became Armistice Day.



What was Armistice Day?

Crowds of people formed all over the world to celebrate the news of the war ending. However, for many soldiers it was hard to believe. The feeling of relief was mixed with sadness as they thought of all the men who had died and wouldn't be coming home.

Armistice Day is still acknowledged every year with ceremonies held throughout Britain and in many other countries across the world. The ceremony is often marked by a two-minute silence at 11am, to remember and show respect for those who died during the First World War and other conflicts.



King Charles III laying a wreath at the Cenotaph in London during a Remembrance Day Service



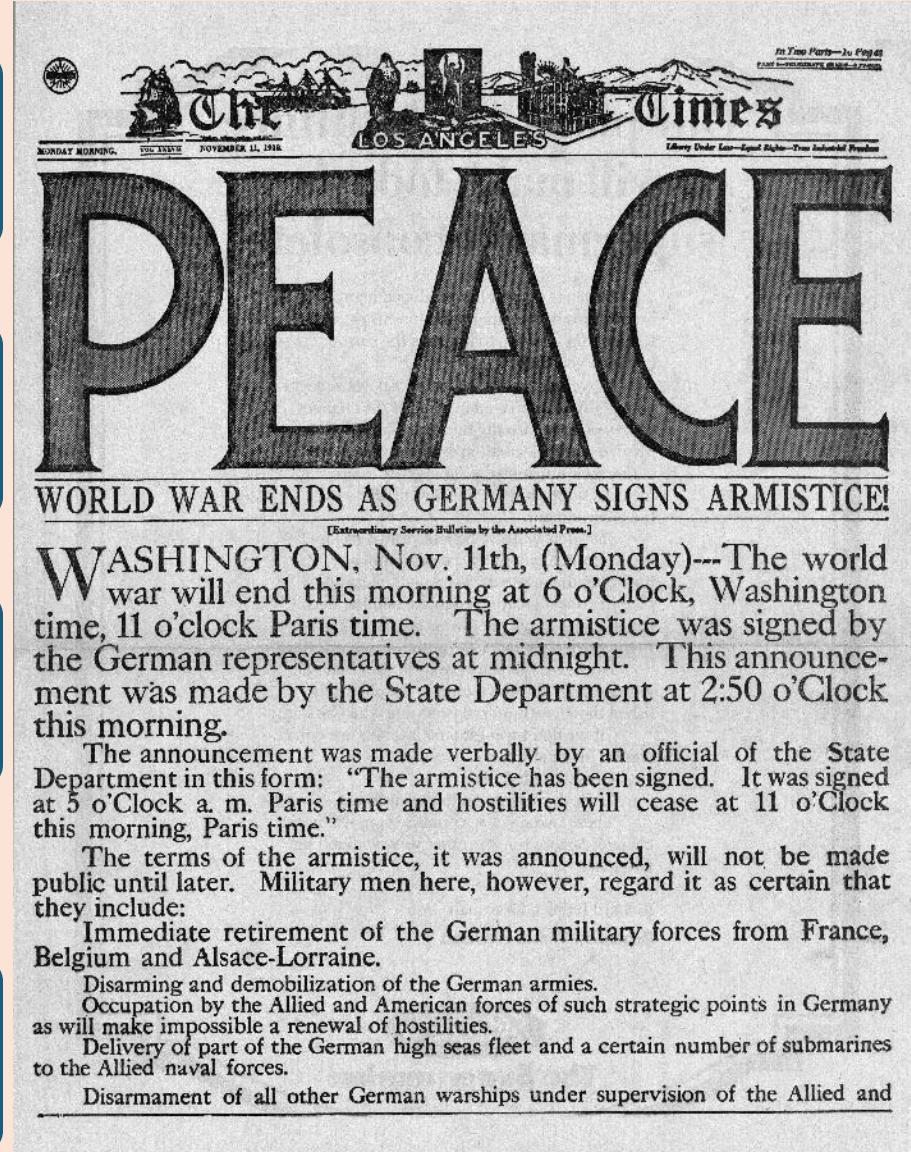
Analysing a source

What evidence is this?

When was it written?

What is it about?

What does it tell us Germany
needed to give up?



Analysing a source

What evidence is this?

- A newspaper article

When was it written?

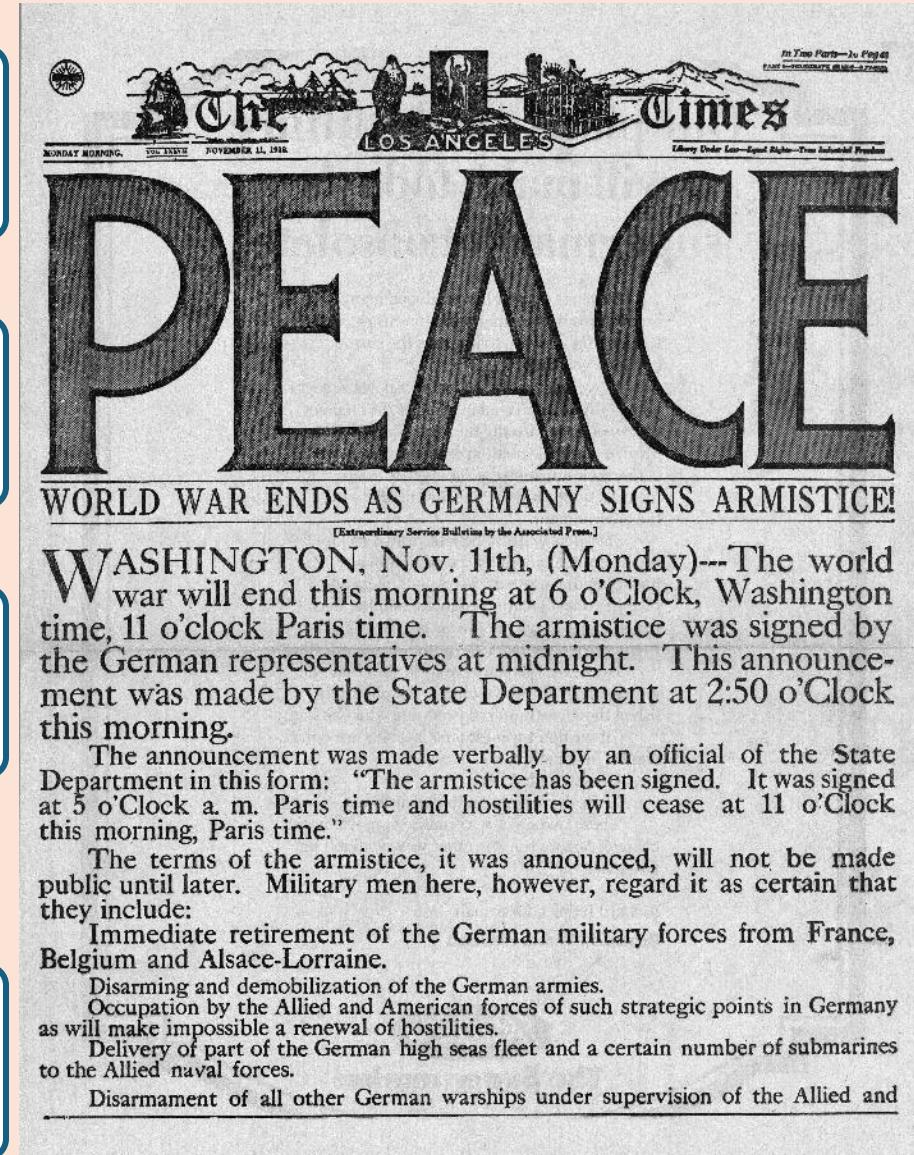
- 11 November 1918

What is it about?

- The signing of the armistice

What does it tell us Germany needed to give up?

- Retire their forces, disarm their army and navy



What was the Treaty of Versailles?

In June 1919, the leaders of the United States, Great Britain, France, and Italy met at the Palace of Versailles in Paris to decide what should happen following the war. Germany, Austria-Hungary, Bulgaria, and Turkey were not represented at the conference, nor was Russia.

The **Treaty of Versailles** finalised the terms of the armistice for Germany. Each of the countries had their own agenda and wanted Germany to pay for the damage the war had caused.

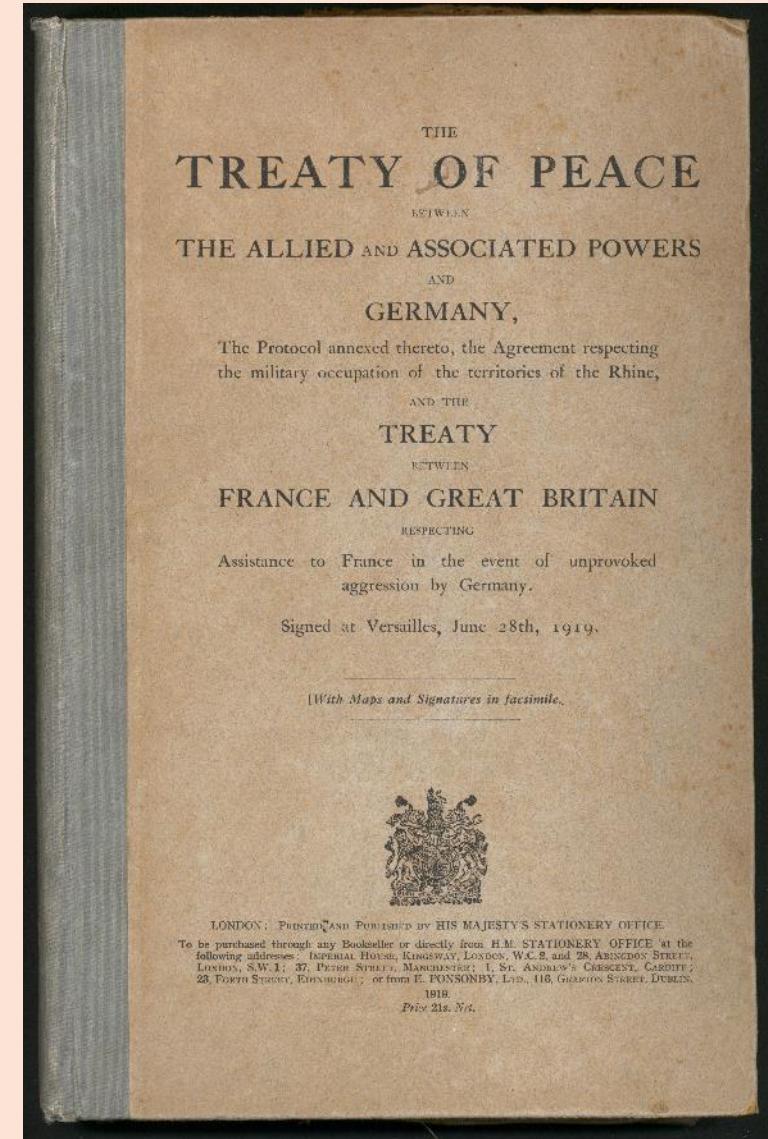
Firstly, under Article 231 of the treaty, Germany had to accept total blame and responsibility for starting the war. This 'war guilt clause' did not challenge the real reasons for starting the war or the actions of each powerful country.



What was the Treaty of Versailles?

Also, the treaty demanded that Germany pay huge **reparations** (compensation) for Allied war losses. The country had to pay 132 billion gold marks (their currency before the Euro) over several years.

This would make it very difficult for Germany to rebuild and recover after the war. German people were starving and had lost much, so this made them feel even more bitter about the war.



What was the Treaty of Versailles?

All of Germany's colonies were taken and given to France and Britain. Germany was forced to give the territory of Alsace-Lorraine back to France. They also had to agree to Allied forces occupying German territory in the Rhineland.

Germany was not allowed to join the League of Nations—a new organisation in which countries worked together to keep the peace.

Germany had to agree to having an army of only 100,000 men. Their navy could only have six battleships, and no submarines were permitted. They were banned entirely from having an air force. This left Germany weak and defenceless.

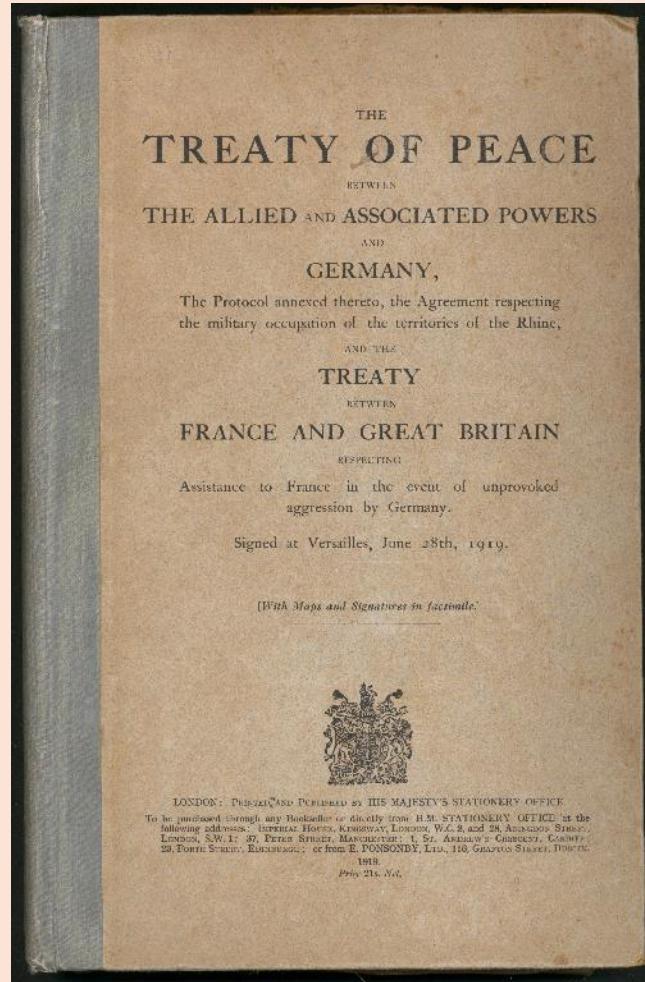


Lesson 5: Talk task

Many Germans hated the Treaty of Versailles. Which terms do you think were the most hated?



Rank the terms from most to least hated from Germany's point of view. Explain why you made those choices.



What had people experienced during the war and how did lives change?

During the war there was less food available because food was sent to feed the soldiers, and ships that were bringing supplies to Britain were often attacked by German U boats. This made food more expensive too.

In January 1918, the government introduced **rationing**. This meant all food was shared out fairly.

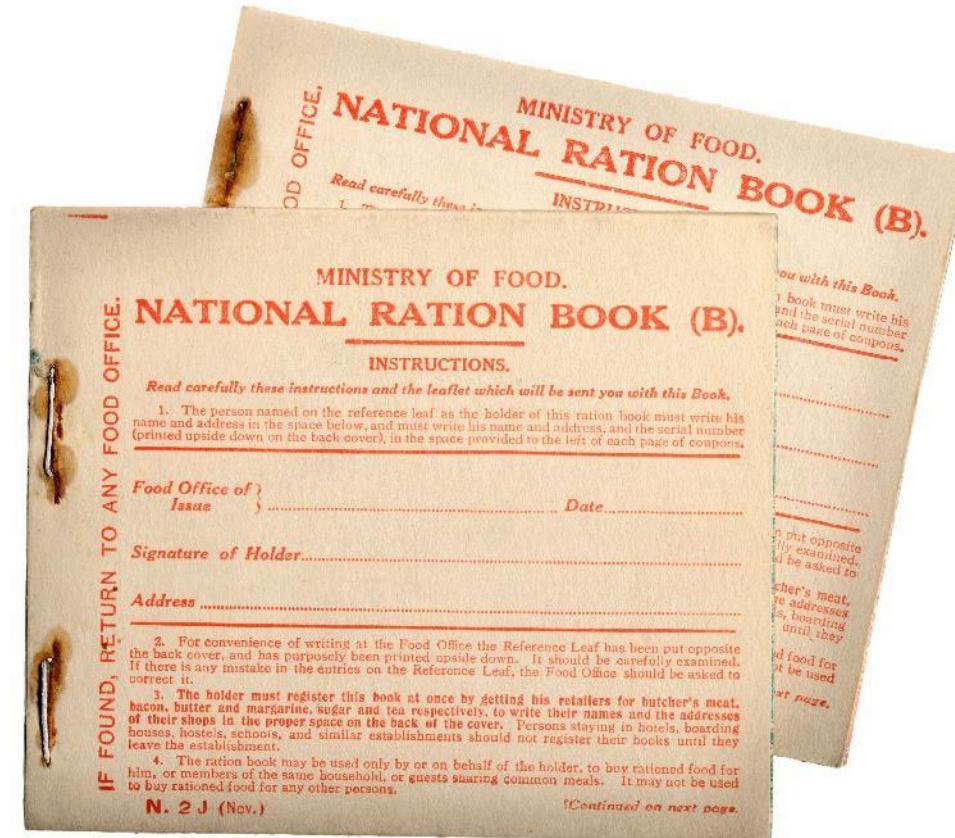


What had people experienced during the war and how did lives change?

Sugar, meat, flour, butter, margarine, and milk were all rationed.

Some rationing continued until the end of 1920.

Everyone was given ration cards, even King George and Queen Mary.



A First World War British ration book



What had people experienced during the war and how did lives change?

The cards could only be used at certain shops. Families had to say which shops they would buy food from. The rules were very strict. Anyone found cheating could be fined or even sent to prison.

Rationing actually made people in Britain healthier as poorer people got more food than previously and the wealthy ate less indulgent food.



Was rationing positive or negative for British society? Add your own notes to the table from what you have read.

Positive	Negative



Was rationing positive or negative for British society? Add your own notes to the table from what you have read.

Positive	Negative
<ul style="list-style-type: none">• Food was shared fairly.• The poorest families ended up with more to eat.• Many people became healthier as a result.	<ul style="list-style-type: none">• Wealthier families had less to eat and were often hungry.• The rules were very strict.• People caught cheating could go to prison.



Explain why you think food rationing was positive or negative using your ideas from the previous task?



How did soldiers' lives change after the war?

The First World War was known as the 'war to end all wars'. Around 17 million people were killed and up to 20 million were injured.

In Britain, despite all the celebrations that followed the signing of the armistice, there was also deep sadness. Most families had lost someone they loved. It was too difficult and expensive to bring the bodies back to Britain. Instead, they were buried in huge graves in France and Belgium. Huge **cenotaphs** and war memorials were built all over Britain, in memory of those who had died. The poppy became an important symbol of **remembrance** as they sprang up on the battlefields.



The Cenotaph
in London



How did soldiers' lives change after the war?

Many of the soldiers who did return suffered from physical injuries, or struggled mentally with what they had seen. It was difficult to forget about the horrors of the war.

Returning soldiers struggled to find work. Government training centres were set up to retrain soldiers and help them find jobs. However, their lives were never the same again.



Exit Ticket:

Did life go back to normal once the war ended?

Use the following key words in your answer.

injured

killed

rationing

jobs



Did life go back to normal once the war ended?

Use the following key words in your answer.

~~injured~~

~~killed~~

~~rationing~~

~~jobs~~

Life didn't go back to normal like it was before the war.

Many soldiers returned home injured and many people's family and friends had been killed. There was a lack of food as food rationing had become compulsory and soldiers found it difficult to get jobs.



TBAT: write a paragraph about activities completed at the weekend

Qu'est-ce que
tu fais
le week-end ?

mardi 3 février

TBAT: write a paragraph about activities completed at the weekend

What is 'I played football' in French?

What is 'I played video games' in French?

Can you add 'at 21:30' to your statement above?

mardi 3 février

TBAT: write a paragraph about activities completed at the weekend

Write what you did at the weekend.

Le week-end

Le week-end



à

8:30

Après



à

8:45

Plus tard



à

10:30

et



à

2:35

Finalement



à

9:30

Challenge

Using your French knowledge: What does Après, Plus tard and Finalement mean?