

# Tuesday 10th February

## Morning Challenge

### Across

2. Some scams will ask people to \_\_\_\_\_ something valuable or spend money on something. (5)

6. Scammers sometimes create fake websites that look like \_\_\_\_\_ ones. (10)

7. Downloading software from an unknown source could give your computer a \_\_\_\_\_. (5)

9. Information that encourages users to click on a link to a particular web page is known as \_\_\_\_\_. (9)

10. Scams can be spotted if they are 'too \_\_\_\_\_ to be true'. (4)

### Down

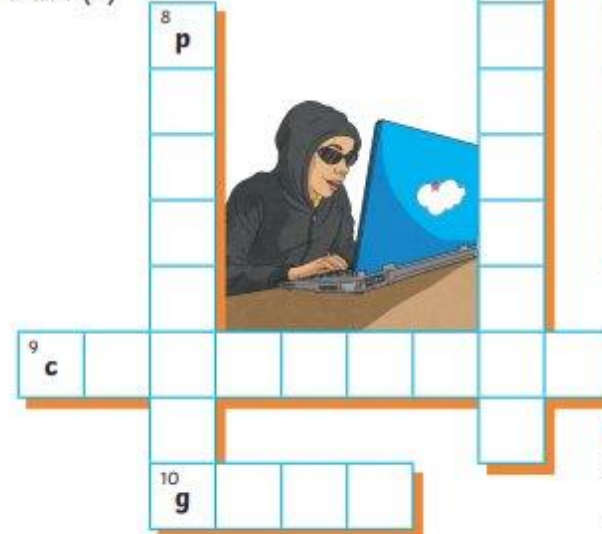
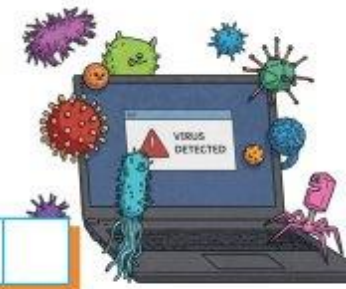
1. When a scammer hacks a website to redirect people to a website they control, it is known as \_\_\_\_\_. (8)

3. Artificial Intelligence is likely to have a major impact on scams in the \_\_\_\_\_. (6)

4. If an object has been made to look like something else to trick someone, it is called \_\_\_\_\_. (11)

5. Most scams are designed to get money or \_\_\_\_\_ information. (8)

8. When the scammer sends out 'bait' and waits for someone to accept it, it is known as a \_\_\_\_\_ scam. (8)



Tuesday 10th February

TBAT: spell words from word families based on common words.

***Partner discussion - Can you match the word to the correct definition?***

**commit**

To promise to do something or to give your time and effort to it.

**submit**

A group of people chosen to work together and make decisions about something.

**committee**

To send something from one place to another, such as signals, messages, or energy.

**transmit**

To hand something in, like work or a form, for someone else to check.

**committee**

A promise or responsibility that you keep and work hard to follow through on.

**commitment**

**emit**

To give off or release something, such as light, heat, or smell.

**permit**

To allow something to happen; or a document that shows you have permission.

**unremitting**

Happening sometimes but not regularly; starting and stopping again.

**intermittent**

To leave something out or not include it.

**omit**

Never stopping or slowing down; continuous and determined.

This week, we are looking at spellings that belong to the same family of words.

Many words share the same **origin** or root word.



The word 'origin' means where something came from or where it began.



The particular root word that we are going to look at this week is...

mit

‘**mit**’ comes from the Latin word that means ‘to send’.

In many words, it can also mean ‘to miss’.

Working with a partner, how many words containing ‘**mit**’ can you think of in the next five minutes?



Tuesday 10th February

TBAT: spell words from word families based on common words.

emit

permit

intermittent

omit

unremitting

A series of five sets of handwriting practice lines. Each set consists of four horizontal lines: a top red line, two middle blue lines, and a bottom red line. A dotted line is positioned between the two middle blue lines in each set. There are five such sets, providing space for practicing the spelling of the words listed to the left.

**Challenge – Write a sentence including a spelling in the past progressive tense.**

10.02.26

TBAT: add and subtract decimal numbers with different place values

3 in 3

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

1.  $6480 \div 80 =$

2. What are the factors of 15 and 12?

3. There are 5072 sweetcorn plants in a field. Each plant holds approximately 12 cobs of corn. Approximately, how many cobs of corn can the farmer expect to harvest?

**Challenge – If 80% is 150, what is 100%?**

10.02.26

TBAT: add and subtract decimal numbers with different place values

**What do you notice about the two numbers in each calculation?**

**What do you need to do when adding or subtracting decimal numbers?**

$$5.675 + 46.65 =$$


$$798.09 - 454.543 =$$

10.02.26

TBAT: add and subtract decimal numbers with different place values.


Reasoning problem -

Do you agree with Elias? Prove your answer.




Elias

The difference in mass between the mouse and the rabbit is 3982.1g



23.6g



4005.7g



TBAT: add and subtract decimal numbers with different place values.

1.  $254.65 + 45.60 =$
2.  $6007.6 - 324.543 =$
3.  $\underline{\hspace{2cm}} = 45.674 + 1090.9$
4.  $\underline{\hspace{2cm}} = 56.890 - 1.45$
5.  $5763.09 + 39.54 =$
6.  $1020.9 - 15.43 =$

Reasoning -

1. Oscar buys two ice-creams for 70p each and a drink for £1.25. How much does he spend?
2. Oscar pays with a £5 note. How much change does he get?

## Challenge

Insert a symbol  $<$ ,  $>$  or  $=$  to the following calculations.











$$56.097 + 45.48 \underline{\hspace{1cm}} 101.576$$

$$8257 \underline{\hspace{1cm}} 7079 + 2080 - 901$$

$$6759.9 - 40.35 \underline{\hspace{1cm}} 6719.50$$

## Mastery Challenge

You have been given a plot of land on an allotment to grow a range of fruits and vegetables. The plot of land is 100 square metres. Find as many combinations as you can to fill the space.

Fruit and vegetables		Sq. m	Fruit and vegetables		Sq. m
	Potatoes	45.678		Pumpkin	25.128
	Cherry tomatoes	12.44		Garlic	7.73
	Chilli Peppers	3.098		Peppers	19.8
	Carrots	2.70		Raspberries	1
	Peas	0.3		Strawberries	2.5

## Mastery with Greater Depth -

Can you use five of the digits 1 to 9 to make this number sentence true?

$$\square \square \cdot \square + \square \cdot \square = 31.7$$

Can you find other sets of five of the digits 1 to 9 that make the sentence true?

**Challenge**

Insert a symbol <, > or = to the following calculations.











**56.097 + 45.48 \_\_\_\_ 101.576**

**8257 \_\_\_\_ 7079 + 2080 - 901**

**6759.9 - 40.35 \_\_\_\_ 6719.50**

**Mastery Challenge**

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·  +  ·  = 31·7

Can you find other sets of five of the digits 1 to 9 that make the sentence true?

# Tuesday 10th February

## TBAT: understand tone, atmosphere, and imagery through expressive reading.

### 3 in 3

1. Tick the sentence that uses **capital letters** correctly.

We sailed along the river Stour with uncle Steve and his friend.

We sailed along the River Stour with uncle Steve and his friend.

We sailed along the River Stour with Uncle Steve and his friend.

We sailed along the River Stour with Uncle Steve and his Friend.

3. Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The pupils washed the fruit.

Tick **one** 2. Draw a line to match each **suffix** to a word to make four different words. Use each suffix only once.

1

1) thunder

ible

2

2) access

ation

3

3) cautious

ous

4

4) confront

ly

***CHALLENGE: List as many words as you can for each of the suffixes above.***

Tuesday 10th February

TBAT: understand tone, atmosphere, and imagery through expressive reading.

What sounds might you hear in the countryside?



Tuesday 10th February

TBAT: understand tone, atmosphere, and imagery through expressive reading.

Listen carefully while I read the poem.

What choices did I make with my voice?

The Owl

When cats run home and light is come,  
And dew is cold upon the ground,  
And the far-off stream is dumb,  
And the whirring sail goes round,  
And the whirring sail goes round;  
Alone and warming his five wits,  
The white owl in the belfry sits.

When merry milkmaids click the latch,  
And rarely smells the new-mown hay,  
And the cockerel hath sung beneath the thatch  
Twice or thrice his roundelay,  
Twice or thrice his roundelay;  
Alone and warming his five wits,  
The white owl in the belfry sits.



Tuesday 10th February

TBAT: understand tone, atmosphere, and imagery through expressive reading.

Rhythm & Repetition Activity

Clap the steady rhythm of  
the final two lines.

Practise saying them in  
different tones: mysterious,  
sleepy, eerie, gentle.

Which best fits the poem  
and why?

The Owl

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Tuesday 10th February

TBAT: understand tone, atmosphere, and imagery through expressive reading.

Group Performance

Divide into **three groups**:

- **Group A:** Reads the non-repeated descriptive lines.
- **Group B:** Reads the repeated lines in unison.
- **Group C:** Adds soft sound effects (wind, owl hoot, quiet “whirring” sound).

Rotate roles.

Justify performance decisions.

"I chose to slow down here because..."

"I chose to whisper for this sound because..."

The Owl

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The white owl in the belfry sits.

Tuesday 10th February

TBAT: understand tone, atmosphere, and imagery through expressive reading.

Imagine if the animal were a hedgehog.

Partner discussion -

- Where would a hedgehog sit instead of the belfry?
- What sounds would suit a hedgehog's night-time world?
- Would the atmosphere feel the same?
- How might the repeated line change?  
For example:  
**“Alone and warming his five wits,  
The small hedgehog in the hedge-row sits.”**

### The Owl

When cats run home and light is come,  
And dew is cold upon the ground,  
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Tuesday 10th February

TBAT: understand tone, atmosphere, and imagery through expressive reading.

In your pairs, rewrite just the repeated couplet, turning the owl into a hedgehog.

You must keep:

- rhythm similar
- rhyme
- tone (quiet, peaceful)

Examples:

“Alone and warming his five wits,  
The hedgehog in the bramble sits.”

“Alone and warming his five wits,  
The hedgehog where the long grass  
knits.”

### The Owl

When cats run home and light is come,  
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Tuesday 10th February

TBAT: understand tone, atmosphere, and imagery through expressive reading.

## Mini Performance

Read new hedgehog version aloud, experimenting with:

- softer, rustling sound effects
- quieter voices
- slower rhythm to reflect hedgehog behaviour

**Challenge** - How did your choices change the feeling of the poem?

10.02.26

Before Lunch Booster

$$63.65 + 523.04 =$$

$$7002.3 - 18.827 =$$

$$78,320 \times 7 =$$

$$115 \times 73 =$$

$$624 \div 8 =$$

$$1053 \div 39 =$$

$$2/7 \div 7 =$$

$$9/11 \times 8 =$$

# Reading Booster

1. Find and copy one word meaning chewed.

2. *Where he stood perplexed and still*

Which word most closely matches the meaning of the word 'perplexed'?

Circle one - *peculiar / confused / motionless / excited*

3. Find and copy one word/group of words that tells you there is greenery growing around the window.

4. What does the word 'thronging' suggest about *The Listeners*?

5. Give the meaning of the word 'smote' in the context of the poem.

## The Listeners – Walter de la Mare

'Is there anybody there?' said the Traveller,  
 Knocking on the moonlit door;  
 And his horse in the silence champed the grasses  
 Of the forest's ferny floor:  
 And a bird flew up out of the turret,  
 Above the Traveller's head:  
 And he smote upon the door again a second time;  
 'Is there anybody there?' he said.  
 But no one descended to the Traveller;  
 No head from the leaf-fringed sill  
 Leaned over and looked into his grey eyes,  
 Where he stood perplexed and still.  
 But only a host of phantom listeners  
 That dwelt in the lone house then  
 Stood listening in the quiet of the moonlight  
 To that voice from the world of men:  
 Stood thronging the faint moonbeams on the dark stair,  
 That goes down to the empty hall,  
 Harkening in an air stirred and shaken  
 By the lonely Traveller's call.  
 And he felt in his heart their strangeness,  
 Their stillness answering his cry,  
 While his horse moved, cropping the dark turf,  
 'Neath the starred and leafy sky;  
 For he suddenly smote on the door, even  
 Louder, and lifted his head:—  
 'Tell them I came, and no one answered,  
 That I kept my word,' he said.  
 Never the least stir made the listeners,  
 Though every word he ~~spoke~~  
 Fell echoing through the shadowiness of the still house  
 From the one man left awake:  
 Ay, they heard his foot upon the stirrup,  
 And the sound of iron on stone,  
 And how the silence surged softly backward,  
 When the plunging hoofs were gone.

# Reading Booster

6. Using information from the text indicate whether the following statements are true or false:

\_\_\_\_\_ The Traveller only knocked on the door twice

\_\_\_\_\_ The house was in a town

\_\_\_\_\_ The events of the poem take place at night time (1 mark)

7. According to the text, what is disturbed by the Traveller's first knock on the door?

8. How do the Listeners respond to the Traveller?

9. Who is '*the one man left awake*'?

10. What is meant by '*the sound of iron on stone*'?

## The Listeners – Walter de la Mare

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# 10.02.26

## Reading Booster

1. What does descended mean?

---

2. Find and copy two similes from the text.

a. 

---

b. 

---

3. Find and copy an example of personification.

---

4. Why did Ali have a heavy heart?

---

5. How did his friends feel while they were waiting on the pavement? Which word lets you know that?

---

## The Mansion on the Hill

A thick fog descended. The children, who had been running joyfully through their village, stopped abruptly. A house loomed in the shadows at the end of a gravel path, like a wolf observing its dinner. There was no going back. They knew they wouldn't be able to find their way home through the thick smog. Their only hope was to ask for help at the old manor house. The rusty iron gate creaked angrily. With a heavy heart, Ali trudged up the pathway. His white, shaking hand pressed the doorbell while his friends cowered on the pavement outside.

The ancient front door groaned as it opened. Inside the air hung with the smell of damp and decay. The masses of cobwebs that hung from every surface made it clear that this house had been abandoned for many years. The chime of a grandfather clock broke the silence momentarily before a sea of rats scurried across the floor. In the distance, a figure dressed from head to toe in black lurched forward towards its waiting prey. Ali's friends had found their courage and were waiting next to him with intrigue.

"That's just your shadow, caused by my torch," Jesse explained calmly.

"But what about the rats?" enquired Ali.

The best buddies entered the house, not knowing what to expect once they'd crossed the threshold. Jesse was the first. Brave as a lion, he strode into the building while shining his torch into every corner of the room. Robyn was next, but stayed very close behind Jesse.

"Who opened the door?" asked Ali, still shivering on the step.

Finally, Florence grabbed him by the collar and pulled him into the house with the others. Once inside, the heavy oak door slammed behind them closing out the damp, foggy air while trapping them inside the putrid, dilapidated house. None of them knew where they would rather be.



# 10.02.26

## Reading Booster

6. How do we know this house is empty? Explain as fully as you can.

---

7. Do you believe that the black figure is Ali's shadow? Explain your answer.

---

8. How do we know that Robyn was nervous?

---

9. Who is the most reluctant to enter the house? How do you know?

---

10. What do you think will happen next?

---

Explain how the author creates a sense of fear or tension as the children approach and enter the house. Use evidence from the text to support your answer. (3 marks)

## The Mansion on the Hill

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# Active voice

A sentence written in the active voice tells us what a person or thing does.

Salina chased the ball.

Bailey tied my shoelaces.

The cat scratched the sofa.





# Active voice

For sentences in the active voice, the subject performs the action (verb).



This key unlocks the door.

↑  
**subject**

↑  
**verb**

All the children waved their flags.

↑  
**subject**

↑  
**verb**

# Your turn

Tick to show which sentence is written in the active voice.

50:50  
0



The rabbit was chased by the fox.



The fox was being outsmarted by the rabbit.



The rabbit is being pursued by the fox.



The fox chased the rabbit.



# Tell me... Examples...

**Tell me** what passive voice is.

... the passive voice is when the subject has the action (verb) done to it.  
It tells us what is done to a person or thing.

**Examples** of passive voice:

The pencil was dropped by Asif.

# Passive voice

A sentence written in the passive voice tells us what is done to a person or thing.

The ball was chased by Salina.

My shoelaces were tied by Bailey.

The sofa was scratched by the cat.

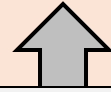


# Passive voice

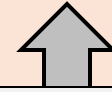
For sentences in the passive voice, the subject has the action (verb) done to it.



The door is unlocked by this key.

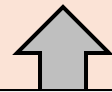


**subject**

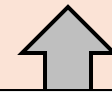


**verb**

The flags were waved by the children.



**subject**



**verb**

# Your turn

Tick to show which sentence is written in the passive voice.



The basketballs were collected by the teacher.



The teacher collected lots of basketballs.



The children gave the basketballs to their teacher.



The basketballs rolled across the hall.

50:5

0

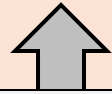
Click on the letter or statement. Clicking 50:50 will remove two incorrect responses.



# Active and passive

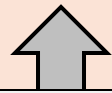
The information in a sentence is the same whether it is written in the active or the passive.

Some of the elephants sprayed water at us.

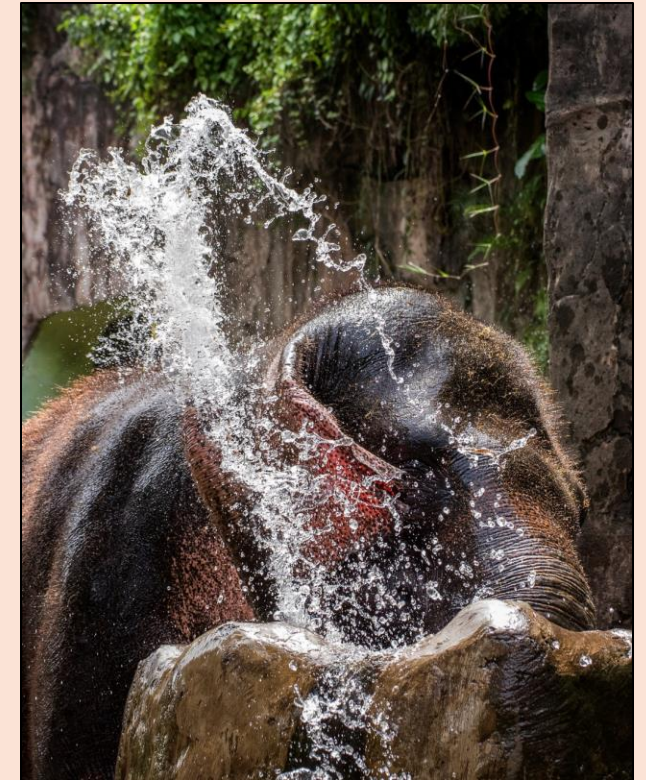


**Active voice**

Water was sprayed at us by some of the elephants.



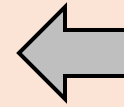
**Passive voice**



# Active and passive

The active voice puts the emphasis on the person/thing carrying out the action.

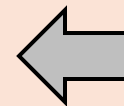
Alex dropped the glass bottle.



Here, the emphasis is on the person carrying out the action (Alex).

The passive voice puts the emphasis on the action itself.

The glass bottle was dropped by Alex.



Here, the emphasis is on the action (dropping).



# Active and passive

Sentences in the passive voice usually include a form of the verb 'to be' with the past participle of the main verb.

The car was washed by my aunt.

form of 'to be'

past participle

This jumper has been worn by my sister.

form of 'to be'

past participle



# Active and passive

Sentences in the passive voice may contain a prepositional phrase starting with the word 'by' or this may be omitted.



The painting was sold by the artist.



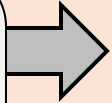
The painting was sold.



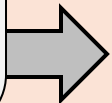
# Active and passive

Not every sentence containing a form of 'to be' or the word 'by' will be written in the passive voice!

Not  
written  
in the  
passive  
voice



I want to be a bricklayer when I grow up.



He dropped by my house on his way home.



# Your turn

Tick to show whether each sentence is written in the active or the passive.

	Active	Passive
Sarah borrowed three books.	<input type="checkbox"/>	<input type="checkbox"/>
Ben is being helped by Mr Adams.	<input type="checkbox"/>	<input type="checkbox"/>
The children got onto the coach.	<input type="checkbox"/>	<input type="checkbox"/>
My water bottle was damaged.	<input type="checkbox"/>	<input type="checkbox"/>

# Your turn

How does the use of the passive in the second sentence affect the way the information is presented?

**1. Jemma lost the keys.**

**2. The keys were lost.**



It does not say where the keys were lost.



It does not say when the keys were lost.



It does not say who lost the keys.



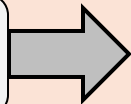
It shows that the action happened in the past.

50:5  
0

# Active and passive

To change a sentence from the active to the passive, identify the object and make it the subject of the sentence.

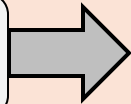
The bowler caught the ball.



The ball was caught by the bowler.

The subject of an active sentence can become the object of a passive sentence or it can be omitted.

The bowler caught the ball.

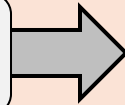


The ball was caught ~~by the~~ bowler.

# Active and passive

To change a sentence from the passive to the active, identify the object and make it the subject of the sentence.

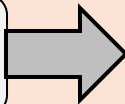
The window was wiped by Aimee.



Aimee wiped the window.

The object may have been omitted from the passive sentence.

The window was wiped.



Someone wiped the window.

1. Tick to show which sentences are written in the **passive**.

Tick **two**.

The roof was fixed by the builder.

☐

Mrs Aktar turned on the lights.

☐

The radio was playing loud music.

☐

Some of the trains were delayed.

☐

2. Tick to show whether each sentence is written in the **active** or in the **passive**.

	<b>Active</b>	<b>Passive</b>
Alice hung up her raincoat by the radiator.		
We were putting the plates in the dishwasher.		
The gold medal was won by my friend.		

3. Rewrite the sentence below in the **active**.

The books were read by the author.