

Monday 20th April

Morning Challenge

	5	4			6	3			3	5			7	9
x		4		x		3		x		5		x		2
<hr/>														
<hr/>														
	5	9			8	5			4	4			6	2
x		5		x		5		x		4		x		4
<hr/>														
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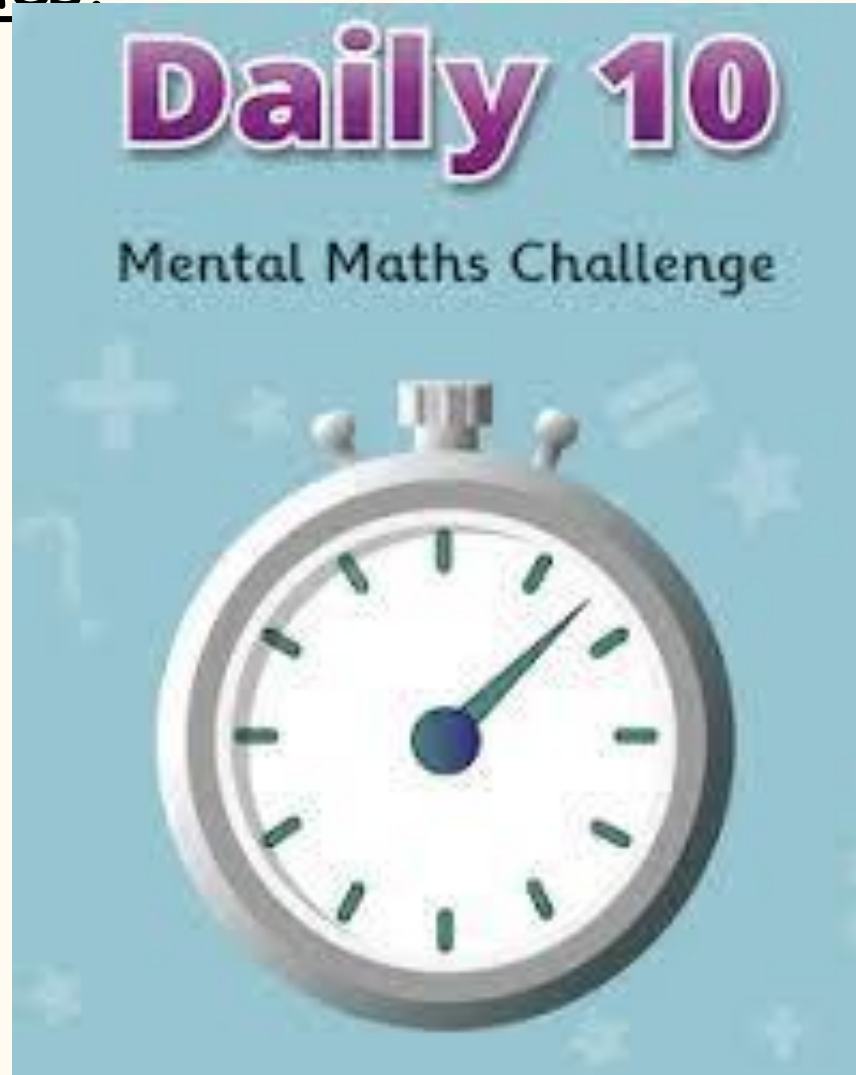
Use a times table grid to help if you need to!

20.04.26

TBAT: use function machines.

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

8x



20.04.26

TBAT: use function machines.

3 in 3

1. $621 - 379 =$

2. $2/5$ of $60 =$

3.

Fill in the missing numbers to make these calculations correct:

4	7	2	+	3	6		=		3	6
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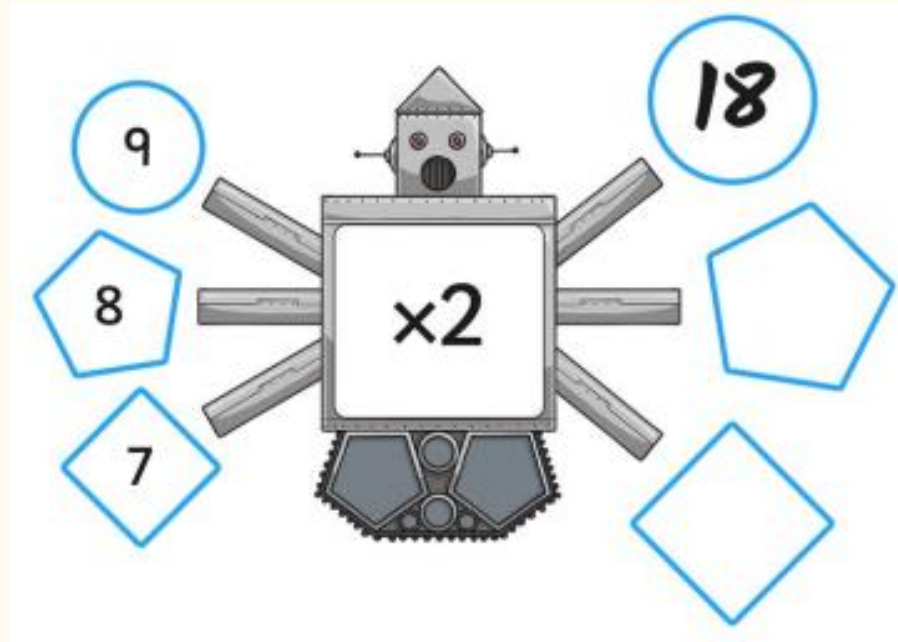
Ch -

A cake is divided into 10 slices. Harry takes 2 slices and Emily takes 3. Write what fraction of the cake is left.

20.04.26

TBAT: use function machines.

On this side of the machine are the starting numbers.
-Input



On this side of the machine are the end numbers.
-Output

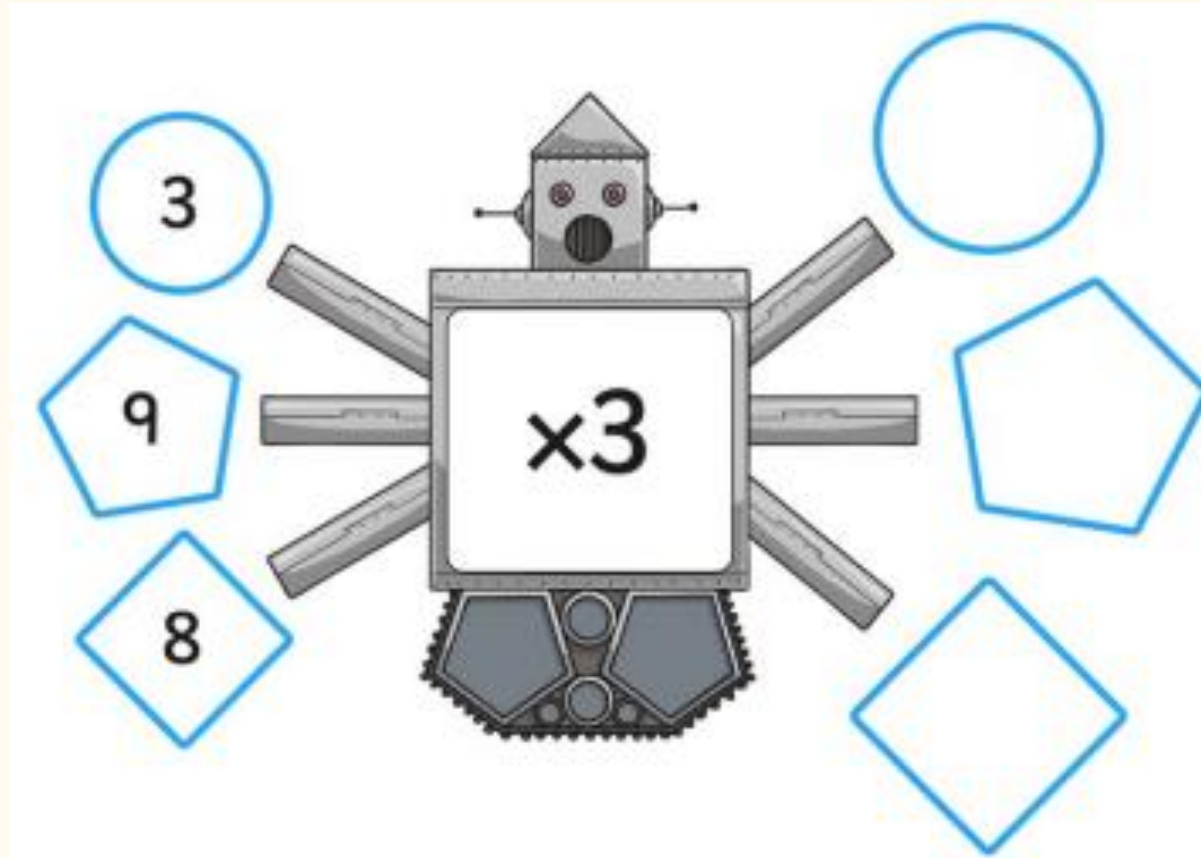
As we can see, the first equation is 9 in, then the function is X2, the output is 18. $9 \times 2 = 18$

20.04.26

TBAT: use function machines.

Partner talk

Fill in the missing outputs on this function machine.



20.04.26

TBAT: use function machines.



In a function machine the input number is 3, the output number is 15, what is the function?

20.04.26

TBAT: use function machines.

Independent

<p>3 7 11</p> <p>x4</p>	<p>8 12 3</p> <p>x5</p>
<p>1 8 7</p> <p>x8</p>	<p>9 8 3</p> <p>x3</p>
<p>9 10 4</p> <p>x2</p>	<p>10 5 8</p> <p>x10</p>

Challenge

If the input number is 7 and the output number is 28. What is the function of the machine?

Mastery

- a) Gaspar has 6 bags of oranges. There are 4 oranges in each bag. How many oranges does he have in total?



- b) He buys 3 more bags of oranges. How many oranges does he have altogether?

- c) Jade needs 32 oranges. How many bags will she need to buy?

20.04.26

TBAT: use function machines.

Mastery with GD

Lucie has two pieces of ribbon.



The blue ribbon is 4cm long. The yellow ribbon is longer than the purple ribbon.
The yellow ribbon's length is a multiple of 4 less than 48cm.



If the two pieces were put together,
what values could the total length be?

Can you work systematically to find
every possibility?

Monday 20th April

TBAT: spell words with the /u/ sound spelt with an 'o'.

Warm up – fine warm up – rotating wrists

Posture – are you sitting reading to write?

Right-handed posture



Left-handed posture

Monday 20th April

TBAT: spell words with the /u/ sound spelt with an 'o'.

woman
wonder
month
govern
brother
another
shovel
above
Monday
discover

Challenge - Use each Y3/4 word in a correctly punctuated sentence.
Include a conjunction.

Monday 20th April

TBAT: retrieve information from text.

3 in 3

During lunchtime, Ella noticed something strange on the classroom windowsill—a tiny trail of glitter leading to an empty jar that had once held the class's reward marbles. Curious, she followed the sparkling path across the carpet and behind the reading corner. There, she spotted a small, crumpled note that read, "*Find me before the last bell.*" Ella's heart thumped with excitement as she realised someone—or something—wanted her to solve a mystery before the school day ended.

1. What was the empty jar used for?
2. Where did the sparkling path lead her?
3. How was the note described?

Who do you think left the note and why?

Monday 20th April

TBAT: retrieve information from text.

Talk Partners:

Who are the characters so far in the book?

What do we know about Nim so far?

Summarise what we have read in three sentences.

Monday 20th April

[Nim's Island - PDF Free Download](#)

TBAT: retrieve information from text.

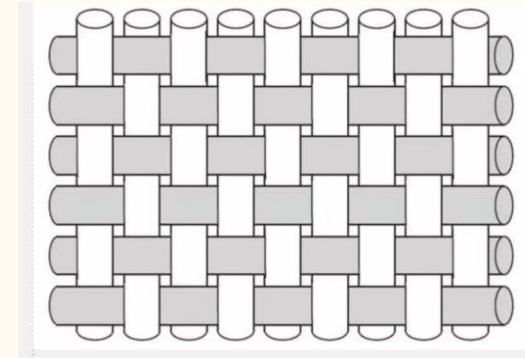
Read page 7 – 11 (Nim remembered anyway).

Words found in text -



Hollow - A secret or hard to see empty space usually inside a tree or rock.

Weave - To twist, combine or to move through or around something.



Satellite dish - A dish usually on top of a roof to receive signals from other satellites in space.

Palm fronds - Feather like leaves on a palm tree.



Barometer - A tool to measure weather.

Monday 20th April

TBAT: retrieve information from text.

Multiple choice

1. How old was Nim when she sailed around the world?

A baby 5 years old 8 years old

2. What was on the fiery mountain?

Sand Rainforest A pool

3. What did Jack become as Nim got older?

Doctor Vet Scientist

Monday 20th April

Depending on time – read the rest of chapter 1 (2 more pages).

TBAT: retrieve information from text.

Retrieval questions:

1. What did the whale do when it got scared? (page 7)
2. Name two features of the island that Jack found.(Page 10)
3. What did Jack build their hut out of?
4. Name three things that were planted in the garden.
5. What did they study on the island?

Put these events in the order they happened - (1 first - 4 last)

- Jack built a hut
- The whale dived
- Jack filled the boat with plants and supplies
- Jack sailed around the world with baby Nim

lundi 20 avril
TBAT: recognise verbs in French.



[languageangels.com/resource/1/4/147/778](https://www.languageangels.com/resource/1/4/147/778)

lundi 20 avril
TBAT: recognise verbs in French.

Match the audio to the image.

1

2

3

4

5



Monday 20th April

Q. Where and when did the Ancient Egyptians live?

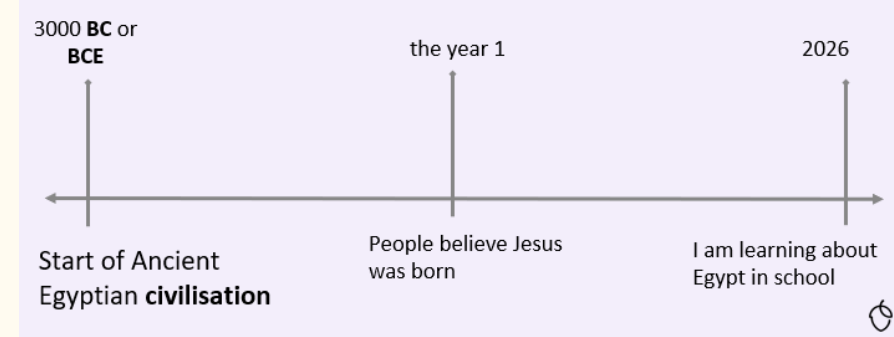
Key vocabulary

Civilisation - a well-organised group of people with their own language and way of life.

BC - short for 'Before Christ' and refers to before people believe Jesus was born.

BCE - short for 'Before Common Era'.

Fertile - soil or land that can produce farm crops or other plants is fertile.



Monday 20th April

Q. Where and when did the Ancient Egyptians live?

3 in 3

1. List **two** types of jobs that the Egyptians did.
2. What was really important to the Egyptians?
3. What did the Egyptians create to farm?

Why do you think it was important for the Ancient Egyptians to live by the River Nile? Explain why it would not matter in 2026.

What Jobs Did They Do?

There were lots of different jobs in ancient Egypt, such as scribes, bakers, priests, doctors, craftsmen, merchants and many more. Many Egyptians worked on farms where they grew crops.

Farming was extremely important to the Egyptians. They created lots of clever tools to farm which allowed them to grow grains and crops. It's believed they lived by the Nile as the yearly flooding meant that the soil was fertile for crops and the river itself was used for drinking water, washing and cleaning.



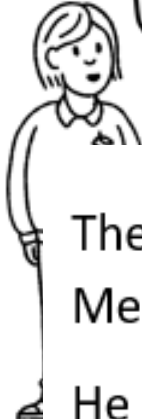
Monday 20th April

Q. Where and when did the Ancient Egyptians live?

The Ancient Egyptians were a **civilisation** that lived around 5,000 years ago.

At one time there were two kingdoms: Upper Egypt and Lower Egypt.

When those kingdoms united in around 3000 **BC** or **BCE**, that was the start of the Ancient Egyptian **civilisation**.




BC and **BCE** are used for the years before the year 1, when people believe Jesus was born.

[An introduction to Ancient Egypt - BBC Bitesize](#)

The first ever king of Egypt was called Menes.

He became the first ruler when the two kingdoms of Upper and Lower Egypt became one.

He was the first of many great Ancient Egyptian rulers to come.



In Ancient Egypt, kings and queens were called pharaohs.

Monday 20th April

Q. Where and when did the Ancient Egyptians live?

Ancient Egypt was a large area of North Africa.

Today, the country of Egypt is still found in North Africa.

Many important landmarks from Ancient Egypt, like the pyramids, still exist and thousands of visitors see them every year.



A photo of a pyramid

The River Nile is found in North Africa. At more than 4,000 miles long, it is Africa's longest river.

It starts at Lake Victoria and flows into the Mediterranean Sea when it reaches the northern coast of Egypt.

The Ancient Egyptian **civilisation** grew around this mighty river.



Map of the River Nile

Monday 20th April

Q. Where and when did the Ancient Egyptians live?

Knowledge check:

The River Nile starts in Egypt.

True or false?

Justify your answer.

I believe the ...



Monday 20th April

Q. Where and when did the Ancient Egyptians live?

The River Nile was important for the Ancient Egyptians because it provided **fertile** soil for farming.

When the river flooded, mud from the riverbed was washed over the land and turned it black. The mud soaked into the soil and made it very **fertile**.

So, crops grew easily there because of all the nutrients in the soil, that came from the thick black mud of the River Nile.

The River Nile floods regularly at the same time every year!

Thanks to the **fertile** soil around the River Nile, the Ancient Egyptian **civilisation** made a lot of money from farming.

They grew crops like cereals and farmed animals such as cattle and goats. They used handmade tools and animals to help with ploughing and harvesting.

They transported produce along the River Nile in boats to the places where it was sold.

[KS2 History: The River Nile and Ancient Egypt - BBC Teach](#)

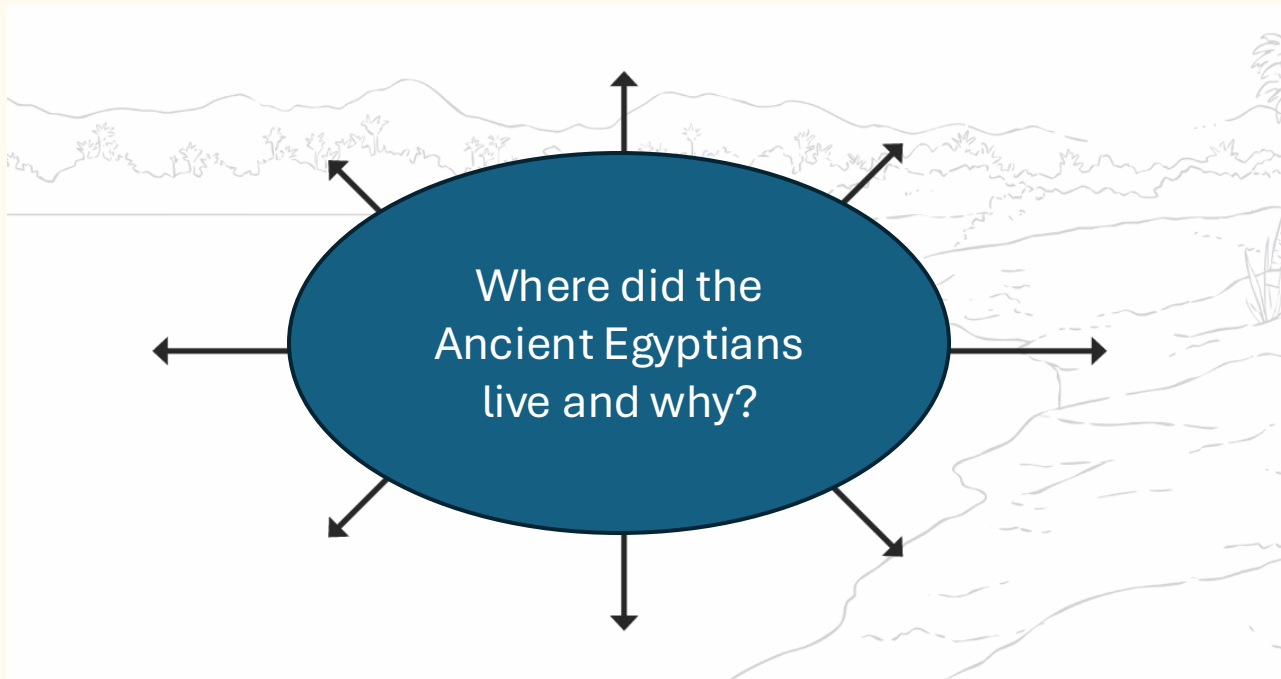


Sculpture of a scene of Ancient Egyptian cattle farming

Monday 20th April

Q. Where and when did the Ancient Egyptians live?

Using your notes from the lesson, create your own mind map to inform others on where the Ancient Egyptians lived.



Decide if living by the Nile was an excellent choice or a risky choice. Justify your answer.