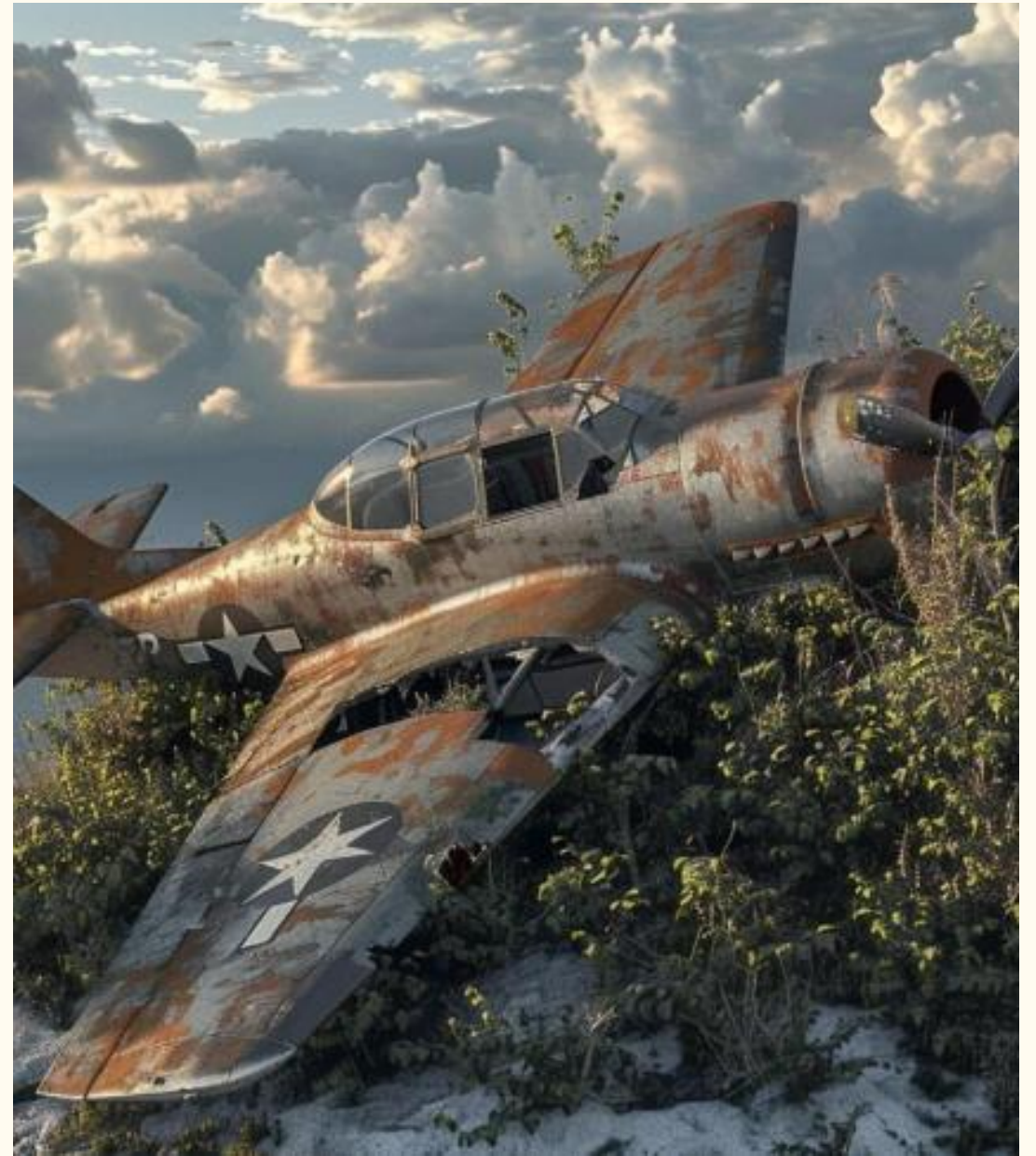


# Monday 18th May

## Morning Challenge

- Why do you think the locals decided not to remove the plane?
- What might the plane symbolise for the people living in the town?
- How do you imagine the scene around the plane during a storm?



Monday 18th May

TBAT: accurately spell words from the same word family.

**Warm up** – fine warm up – rotating wrists

**Posture** – are you sitting reading to write?

Right-handed posture



Left-handed posture

Monday 18th May

TBAT: accurately spell words from the same word family.

press

suppress

express

compress

impress

prevent

invent

venture

adventure

eventful

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

18.05.26

8x table.

Label the counting stick - what numbers first and why?

(Post its)



18.05.26

TBAT: calculate perimeter.

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

8x



18.05.26

TBAT: calculate perimeter.

3 in 3

1.  $462 + 179 =$

2.  $35 \div 5 =$

3.

c) True or false? 30cm is 3 tenths of a metre.

a) My cake is cut into eighths. If I eat six eighths of the cake, what fraction will I have left?

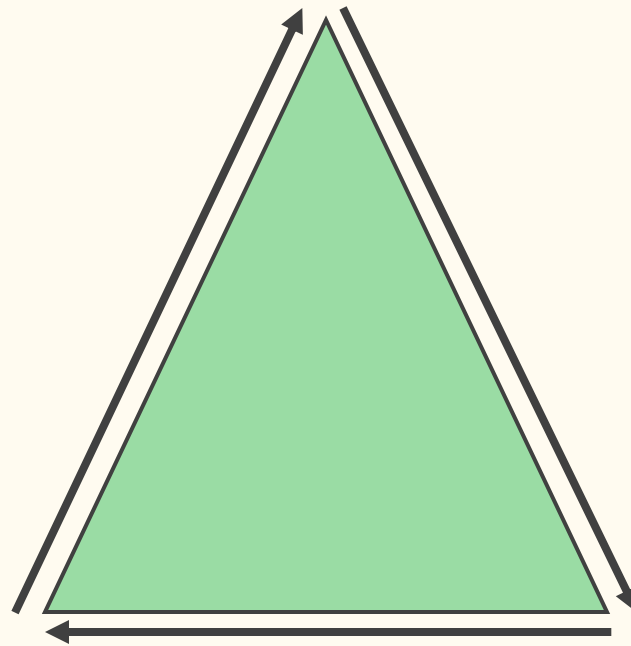
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18.05.26

TBAT: calculate perimeter.

**Perimeter** is the distance around the outside of a **2D shape**.

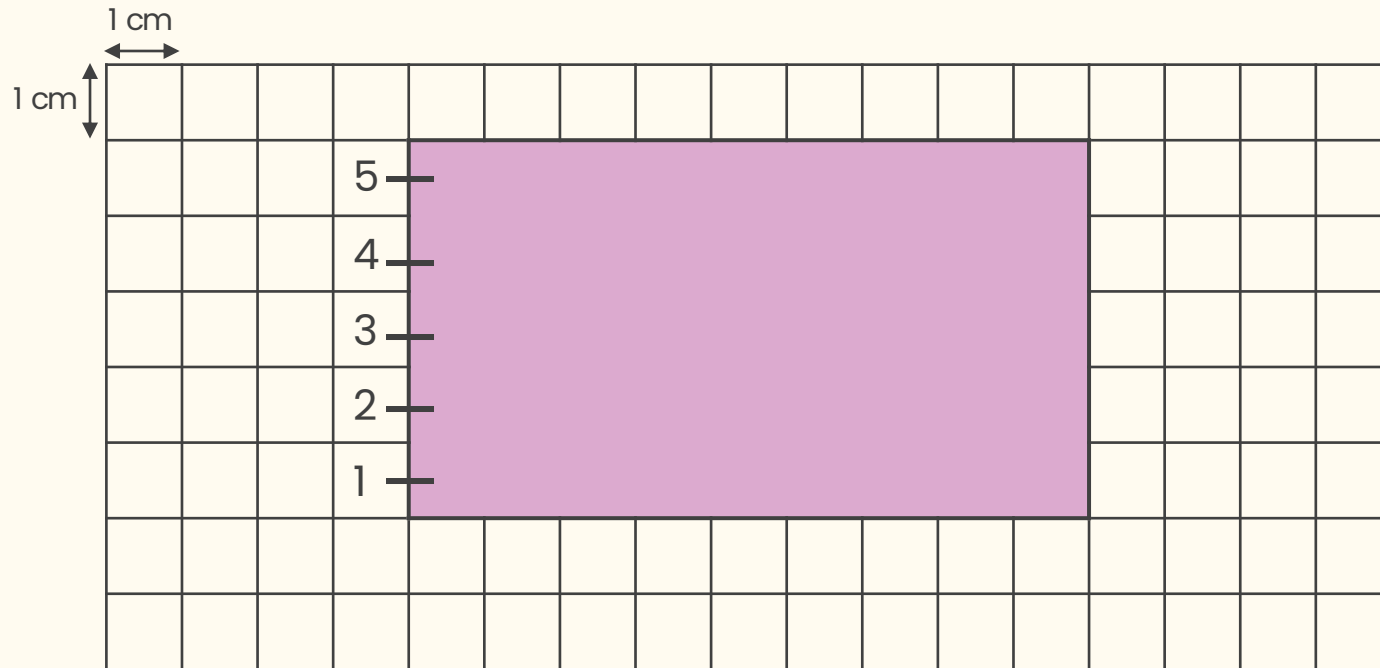


We can measure the perimeter of this shape because it has closed sides.

# 18.05.26

## TBAT: calculate perimeter.

We can calculate the perimeter of a shape by counting the squares on the sides of the shape.

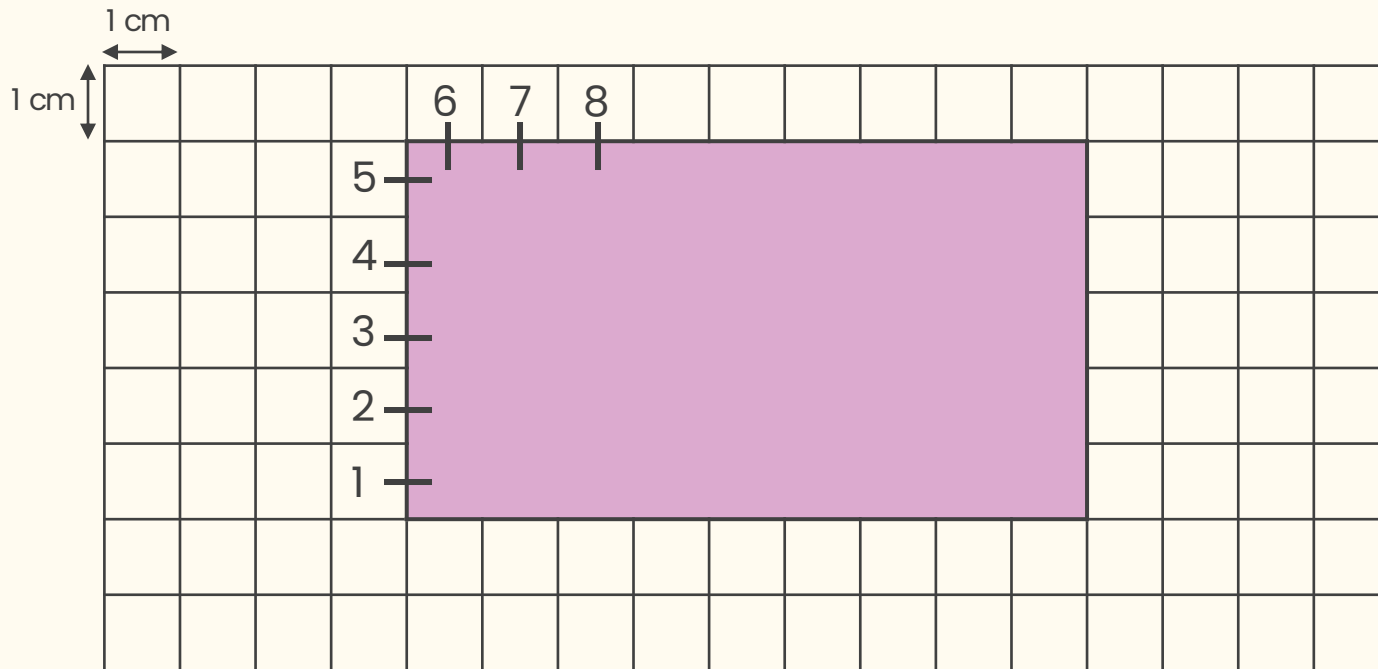


We put a mark and number on each square as we count it, so that we don't count the same square twice.

18.05.26

TBAT: calculate perimeter.

When we reach **vertices**, we move on to the next side. We do not count the square in the corner because it is not on a side.

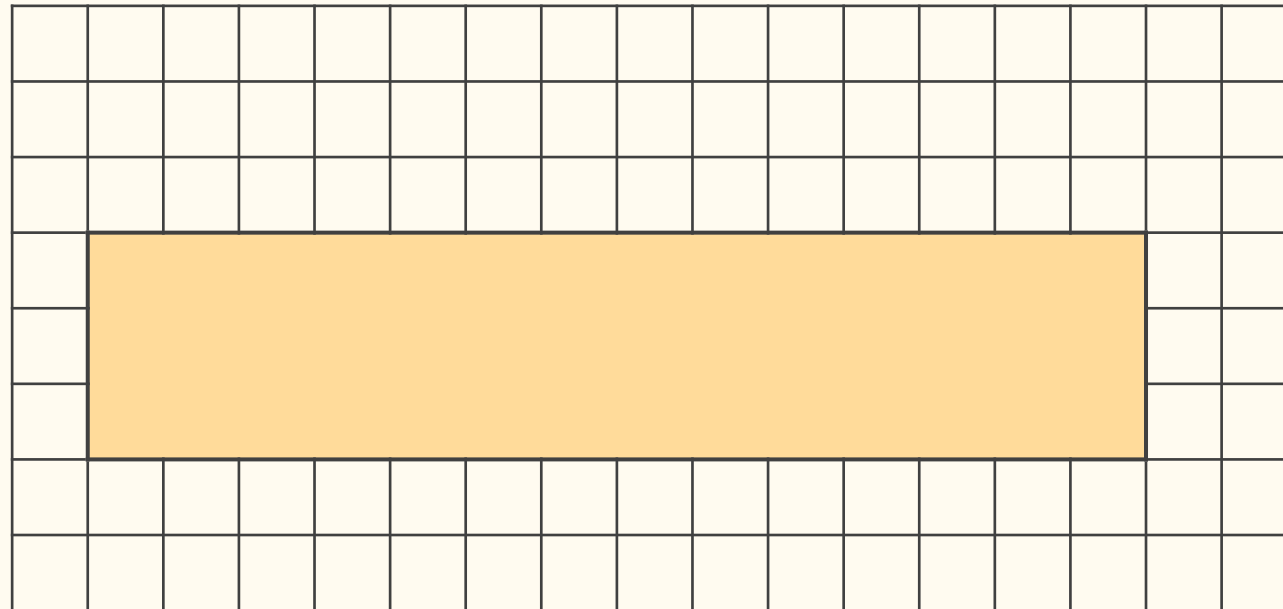


18.05.26

TBAT: calculate perimeter.

Talk partners

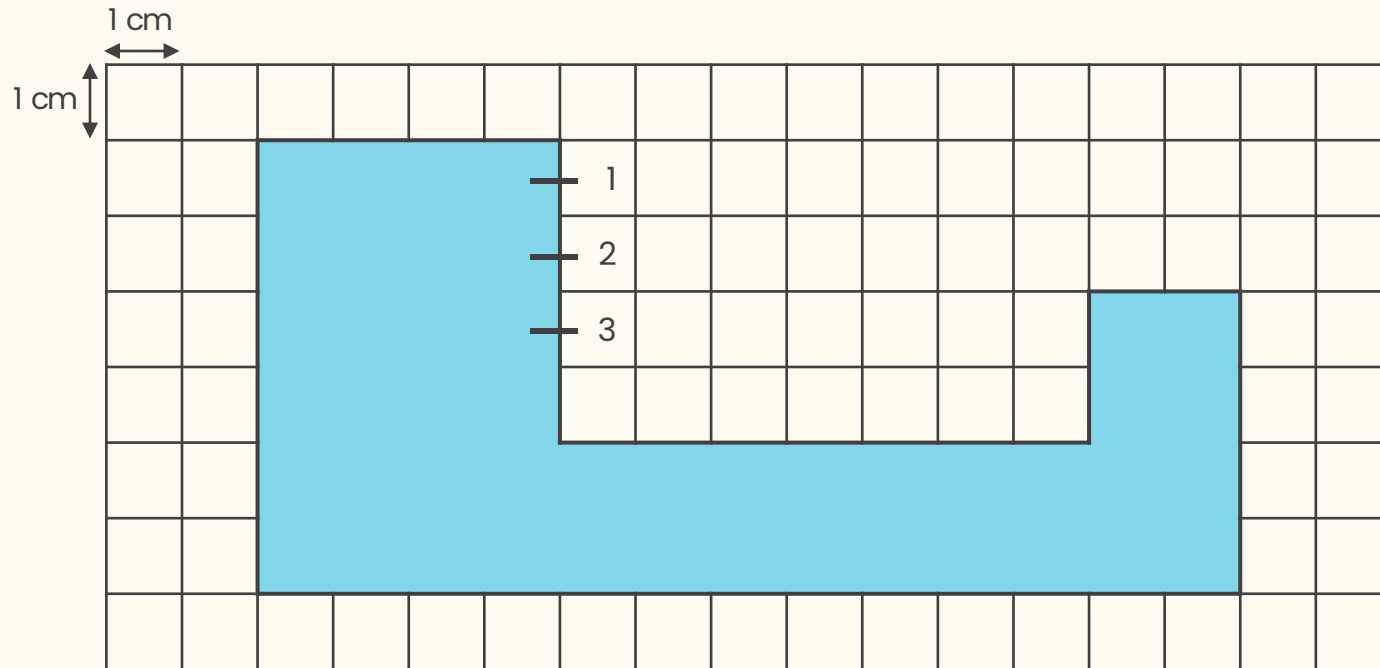
Calculate the perimeter of this rectangle.



18.05.26

TBAT: calculate perimeter.

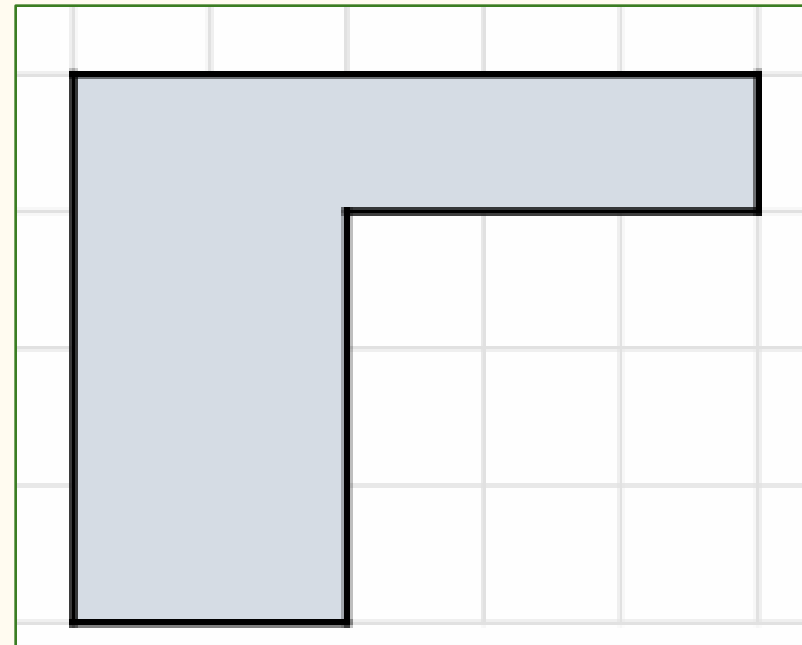
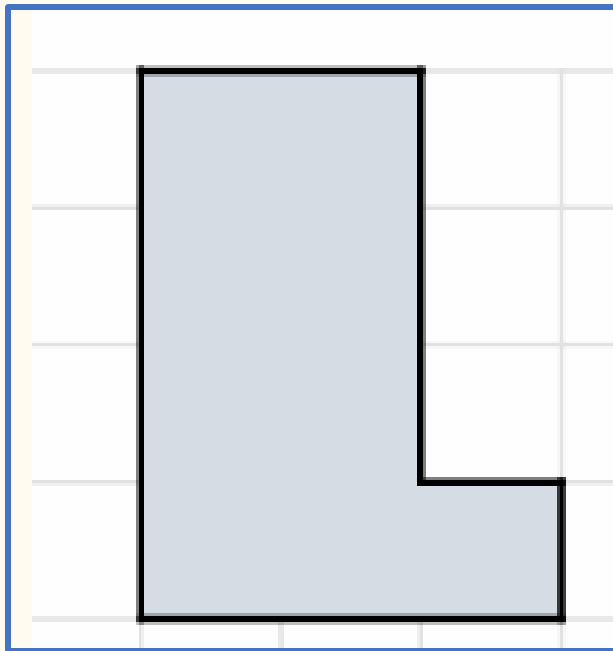
We can use the same method to calculate the perimeter of **rectilinear shapes**. It does not matter where on the shape we start counting.



18.05.26

TBAT: calculate perimeter.

On whiteboards, calculate the perimeter.

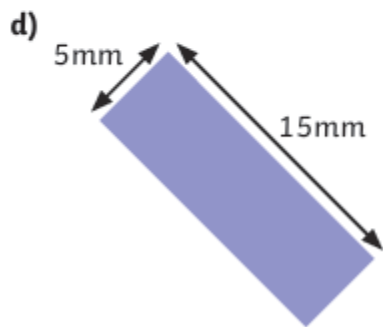
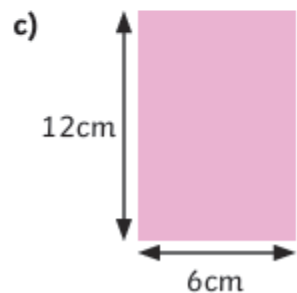
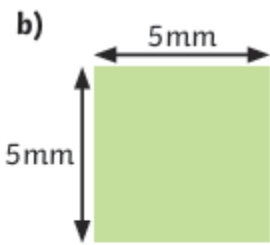
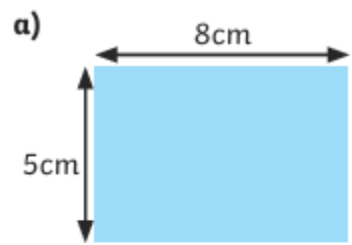


Compare both perimeters using  $>$   $<$  or  $=$

18.05.26

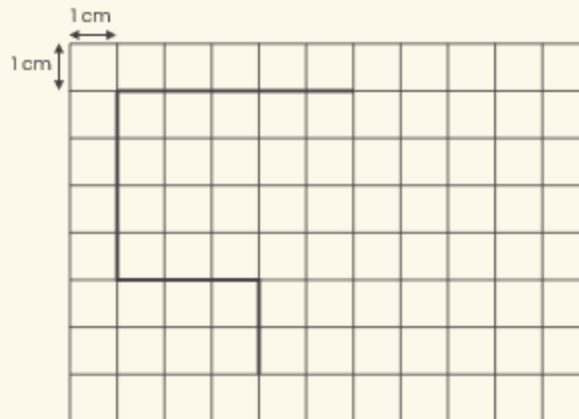
TBAT: calculate perimeter.

Use the measurements to find the perimeter of each rectangle.



### Challenge

Lucas started drawing a shape on the grid below. The perimeter of his shape is 28 cm. Find two different ways to complete his shape.



18.05.26

TBAT: calculate perimeter.

## Mastery

Do you agree with Bartek's statement?  
Explain why.



Bartek

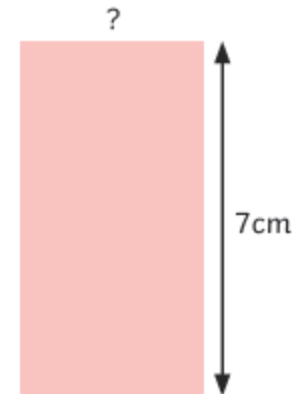
The best way to find the perimeter of a rectangle is to add the lengths all the sides together.

## Mastery with GD

Each side of the star is the same length as the top side of the rectangle.  
What is the perimeter of the rectangle?



perimeter = 40cm



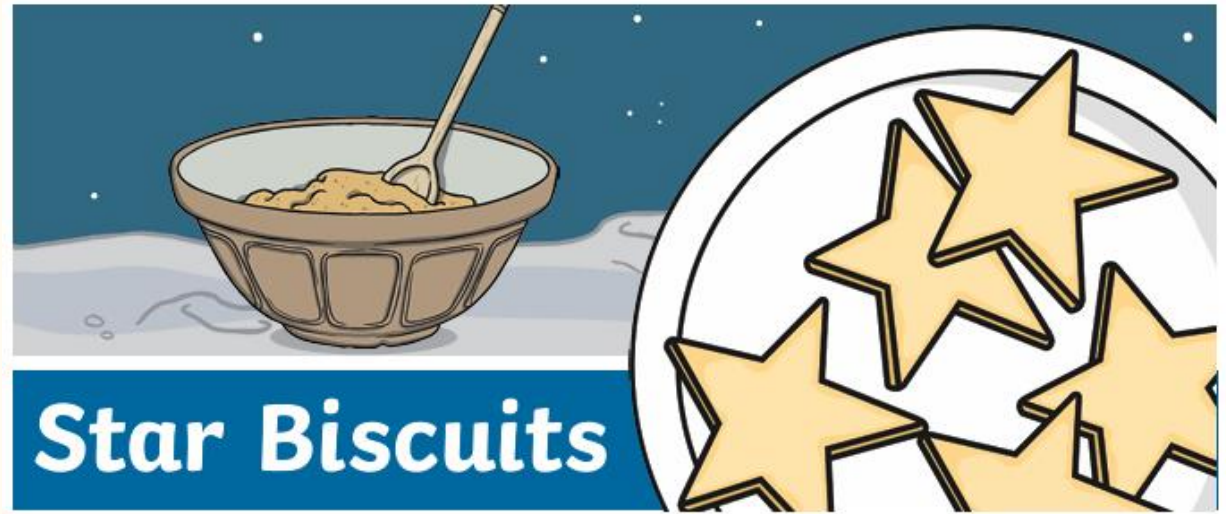
Monday 18th May

TBAT: retrieve information from a text.

3 in 3

1. What temperature does the oven need to be preheated to?
2. The butter and sugar should be mixed until \_\_\_\_\_ and \_\_\_\_\_.
3. When do we stop baking the biscuits?

Can you rewrite the instructions with time conjunctions, imperative verbs and adverbs included?



## Star Biscuits

### Ingredients

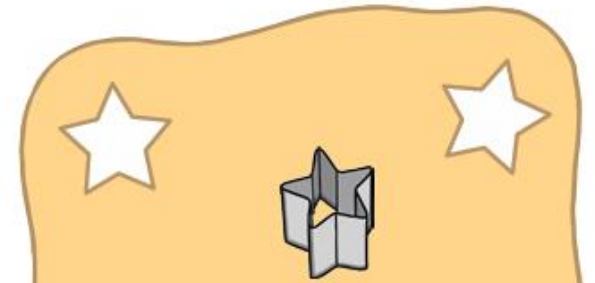
100g butter  
50g caster sugar  
175g plain flour  
A few drops of vanilla extract

### Equipment

Bowl  
Spoon  
Rolling pin  
Star cookie cutter  
Baking tray

### Method

1. Preheat the oven to 150°C.
2. Add butter and sugar in a bowl and mix well until light and fluffy.
3. Add the vanilla, mix, then add the flour and mix well.
4. Roll out to about 5mm thick. Cut into star shapes.
5. Bake for 25 minutes or until golden brown.



Monday 18th May

Building a Raft | Primal Survivor

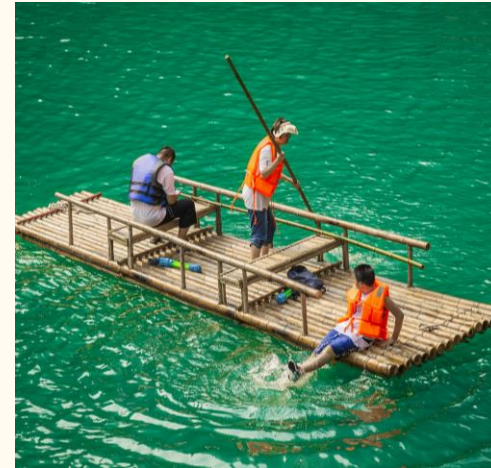
TBAT: retrieve information from a text.

## Words in text

Steady - Something is still and balanced.  
(Not wobbling or shaking)

Beams - Long strong pieces of wood that  
help hold something together.

Shallow water - Water that is not deep and  
you usually can see the bottom.



Monday 18th May

TBAT: retrieve information from a text.

Echo read instructions.

What time conjunction is incorrect in the set of instructions?

### How to Build a Raft

#### What You Will Need

- Strong sticks or logs
- Thick rope or string
- Empty coconuts
- Two long branches
- Large leaves or a cloth (optional)

#### Method:

1. First, carefully clean the empty coconut shells. They float well, so they will help your raft stay steady.
2. Next, place the logs neatly in a row so they touch each other. Make sure they are lined up straight.
3. After that, gently place the coconut shells underneath the logs. Spread them out evenly so the raft will balance properly.
4. Then, use rope to tightly tie the logs to the support beams. Afterwards, tie the coconuts to the logs so they cannot slip away.
5. Carefully shake the raft to see if anything moves. If it does, simply tie it again to make it stronger.
6. Optional, add large leaves or a cloth on top to make the raft more comfortable
7. Finally, test the raft. Slowly place it in shallow water to see if it floats.

#### ★ Top Tip

Always tie your knots tightly, because loose knots can make the raft fall apart quickly.



Monday 18th May

TBAT: retrieve information from a text.

### Multiple choice

1. Where are the logs being placed?

Neatly in a row

On top of each other

Across each other

2. How do you check to see if the raft moves?

Stand on it

Shake it

Push it in the water

3. Where should the raft be tested?

In deep water

On land

In shallow water

Monday 18th May

TBAT: retrieve information from a text.

Retrieval questions:

1. Where are the coconut shells being placed?
2. Why are the coconuts being tied to the logs?
3. What adverb is being used to describe how to shake the raft?
4. In step 6, what is the imperative verb?
5. How is the raft being tested?

Choose two steps that would not work if they were swapped. Explain why.

Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

- The ancient Egyptians believed the 2,000 gods and goddesses were linked to many natural forces.
- The afterlife was incredibly important. As such, ancient Egyptians prepared for what would happen after they died.
- Powerful people's bodies were preserved through mummification. The god Anubis weighed their hearts.



3 in 3

1. What were the gods and goddesses linked to?
2. What did ancient Egyptians prepare for?
3. Who weighed the hearts in mummification?

Explain why not everybody would have been mummified.

Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

Ancient Egyptians believed that there was life after death, which they called the **afterlife**.

Ancient Egyptians believed that the **soul** is a part of a human, that it is separate from the body and that it is the centre of feeling and thought.

The Ancient Egyptians used the word **ba** for someone's **soul**.

Preserving a dead body through embalming and cloth wrapping is known as **mummification**.

The Ancient Egyptians placed a dead person's organs inside **canopic jars** during the **mummification** process.



Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

Religion was very important to Ancient Egyptians.

They had many gods and goddesses and believed that the pharaohs were the human forms of their gods.

Statues and pictures of Egyptian gods often show them with a mix of human and animal body parts.



Illustration of Toth, the god of the scribes, shown with a human body and the head of an ibis (bird)

Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

Ancient Egyptians believed in the **afterlife**.

They believed that if a person had pleased the gods during their human life, then they would go to the **afterlife** when they died.

This is why being religious was very important to the Ancient Egyptians.

So pharaoh's tombs were full of amazing objects for them to use in the **afterlife**!



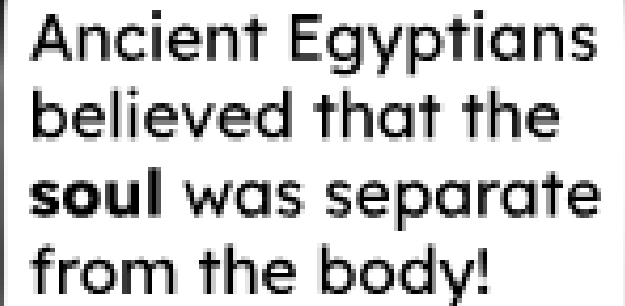
2

Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

Ancient Egyptians believed that when a person died, their human body was no longer alive but their **soul** lived on.

They believed that the **soul** was made of what a human thinks and feels and thought that their **soul** was able to leave the body and go to the **afterlife**.



Ancient Egyptians believed that the **soul** was separate from the body!



Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

The Ancient Egyptians called the **soul 'ba'**. The hieroglyph for **ba** is a bird with a human head.

**Ba** was shown as a bird because the Ancient Egyptians believed that the **soul** could fly from the body to the **afterlife** just like a bird could fly through the sky.



**Ba** as a hieroglyph

Anubis was the Ancient Egyptian god that lead **souls** to the **afterlife**.

Anubis was one of the most important gods for the Ancient Egyptians because they wanted to please him so he would lead them to the **afterlife**.



Illustration of Anubis shown with a human body and the head of a jackal (wild dog)

Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

The Ancient Egyptian belief that **ba** would leave the human body to go to the **afterlife** also stated that, each night, **ba** would return to the human body.

So, the Ancient Egyptians wanted to try to preserve human bodies in a good condition so **ba** could return to them.



Illustration of Anubis  
visiting a coffin to help  
**ba** leave the body inside  
it

Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

The earliest Ancient Egyptians, in the **Old Kingdom**, tried to preserve dead bodies by wrapping them in linen cloths and drying them out with sand. This was not always successful.

For hundreds of years they worked on finding different ways of keeping the bodies of the dead in as good a condition as possible.

Bodies that are not well protected can decay quickly. Preserving them stops or slows down decay.



Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

As the Old Kingdom ended and the **New Kingdom** began, a process called **mummification** had been developed by the Ancient Egyptians.

**Mummification** was the best way of preserving the bodies of the dead. They were still wrapped in linen cloths, but by this time, the body went through several other important steps first.

A photo of a **mummified** body on display at a museum in the USA



Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

Independent task

1. What did the Ancient Egyptians believe would happen to someone when they died?
2. **Ba** was the Ancient Egyptian word for what?
3. Why was **ba** shown as a bird?
4. Who was Anubis?



Number the sentences to show the correct order of what happened when somebody died, according to the Ancient Egyptian beliefs and practices. The first has been found for you.

A person dies in Ancient Egypt	1
Their body is embalmed with salts, oils and herbs	
Their internal organs are placed in <b>canopic jars</b>	
At night, <b>ba</b> returns to the body of the human it left	
Anubis helps <b>ba</b> to leave the body and go to the <b>afterlife</b>	
Their body is wrapped in linen cloths	



Monday 18th May

Q. What were Ancient Egyptians beliefs about death?

WAGOLL

1. The Ancient Egyptians believed that if a person had pleased the gods during their human life, then they would go to the **afterlife** when they died.

3. **Ba** was shown as a bird because the Ancient Egyptians believed that the **soul** could fly from the body to the **afterlife** just like a bird could fly through the sky.



2. **Ba** was the Egyptian word for **soul**.

4. **Anubis** was the Ancient Egyptian god that lead **souls** to the **afterlife**.



lundi 18 mai

TBAT: consolidate French verbs and begin to use 'et'.

What is the verb for singing?

What is the verb for dancing?

lundi 18 mai

TBAT: consolidate French verbs and begin to use 'et'.

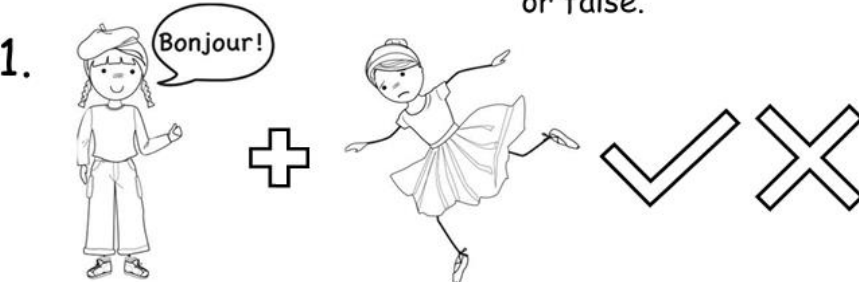



[languageangels.com/resource/1/4/147/782](https://languageangels.com/resource/1/4/147/782)


lundi 18 mai


TBAT: consolidate French verbs and begin to use 'et'.

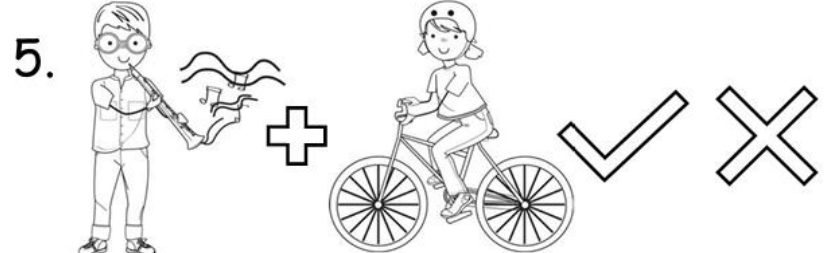
or false.


1. 

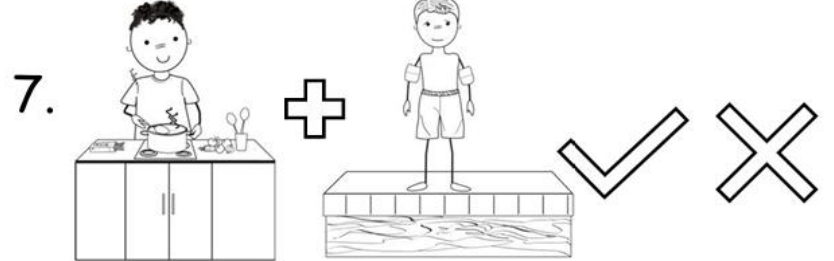
2. 

3. 

4. 

5. 

6. 

7. 

8. 