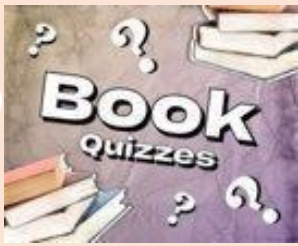


Tuesday 12th May 2026

12.05.26

Morning Challenge

The logo for 'Good Morning' features the word 'Good' in a light blue, bubbly font and 'Morning' in a yellow, bubbly font. A small white flower with a yellow center is positioned to the right of the word 'Good'.The logo for 'TIMES TABLES ROCK STARS' features the words 'TIMES TABLES' in blue and 'ROCK STARS' in pink, both in a bold, blocky font. The text is set against a black background with white lightning bolt shapes radiating from the sides.

Complete the spellings in your morning challenge books:

Non-st_ck

Non-s_o_

N_nsen_e

N_n-bel_eve_

Non-dri_

Non-pro_it

N_n-smo_e_

Challenge: Write 2 sentences using some of the spelling words.

Tuesday 12th May 2026

Close reading

Metamorphosis

I remember thinking to myself, **There is no escape for me now! Even if I make a run for it and manage to dodge the lot of them, I still won't get out because the doors are chained and locked! I'm finished! I'm done for! Oh Grandmamma, what are they going to do to me?**

I looked round and I saw a hideous painted and powdered witch's face staring down at me, and the face opened its mouth and yelled triumphantly, "It's here! It's behind the screen! Come and get it!" The witch reached out a gloved hand and grabbed me by the hair but I twisted free and jumped away. I ran, oh how I ran! The sheer terror of it all **put wings on my feet!** I flew around the outside of the great Ballroom and not one of them had a chance of catching me. As I came level with the doors, I paused and tried to open them but the big chain was on them and they didn't even rattle.

The witches were not bothering to chase me. They simply stood there in small groups, watching me and knowing for certain that there was no way I could escape. Several of them were holding their noses with gloved fingers and there were cries of, "Poo! What a stink! We can't stand this much longer!"

Catch it then, you idiots!" screamed The Grand High Witch from up on the platform. Sprread out in a line across the room and close in on it and grab it! Corner this filthy little gumboil and seize it and bring it up here to me!"

The witches spread out as they were told. They advanced towards me, some from one end, some from the other, and some came down the middle between the rows of empty chairs. They were bound to get me now. They had me cornered.

From sheer and absolute terror, I began to scream. "Help! "I screamed, turning my head towards the doors in the hope that somebody outside might hear me. **"Help! Help! He-l-l-lp!"**

"Get it!" shouted The Grand High Witch. Grrrab hold of it! Stop it yelling!"

They rushed at me then, and about five of them grabbed me by the arms and legs and lifted me clear off the ground. I went on screaming, but one of them clapped a gloved hand over my mouth and that stopped me.

"Baring it here!" shouted The Grand High Witch. Brrring the spying little urum up here to me!"

I was carried on to the platform with my arms and legs held tight by many hands, and I lay there suspended in the air, facing the ceiling. I saw The Grand High Witch standing over me, grinning at me in the most horrible way. She held up the small blue bottle of Mouse-Maker and she said "Now for a little medicine! Hold his nose to make him open his mouth!"

Strong fingers pinched my nose. I kept my mouth closed tight and held my breath. But I couldn't do it for long. My chest was bursting. I opened my mouth to get one big quick breath of air and as I did so, The Grand High Witch poured the entire contents of the little bottle down my throat!

Tuesday 12th May 2026

Close reading

There is no escape for me now! Even if I make a run for it and manage to dodge the lot of them, I still won't get out because the doors are chained and locked! I'm finished! I'm done for! Oh Grandmamma, what are they going to do to me?

Why has the author written this section in italics?

put wings on my feet!

What might this mean?

"Catch **it** then,

Why has the Grand High Witch said '**it**' and not '**him**'?

"Help! Help! Hel-l-l-lp!"

What effect this writing does this have when reading the text?

I was carried on to the platform with my arms and legs held tight by many hands, and I lay there suspended in the air, facing the ceiling. I saw The Grand High Witch standing over me, grinning at me in the most horrible way. She held up the small blue bottle of Mouse-Maker and she said "Now for a little medicine! Hold his nose to make him open his mouth!"

How is this paragraph building suspense in the story?

Predict what you think will happen next, after he has drunk a whole bottle of the potion!!

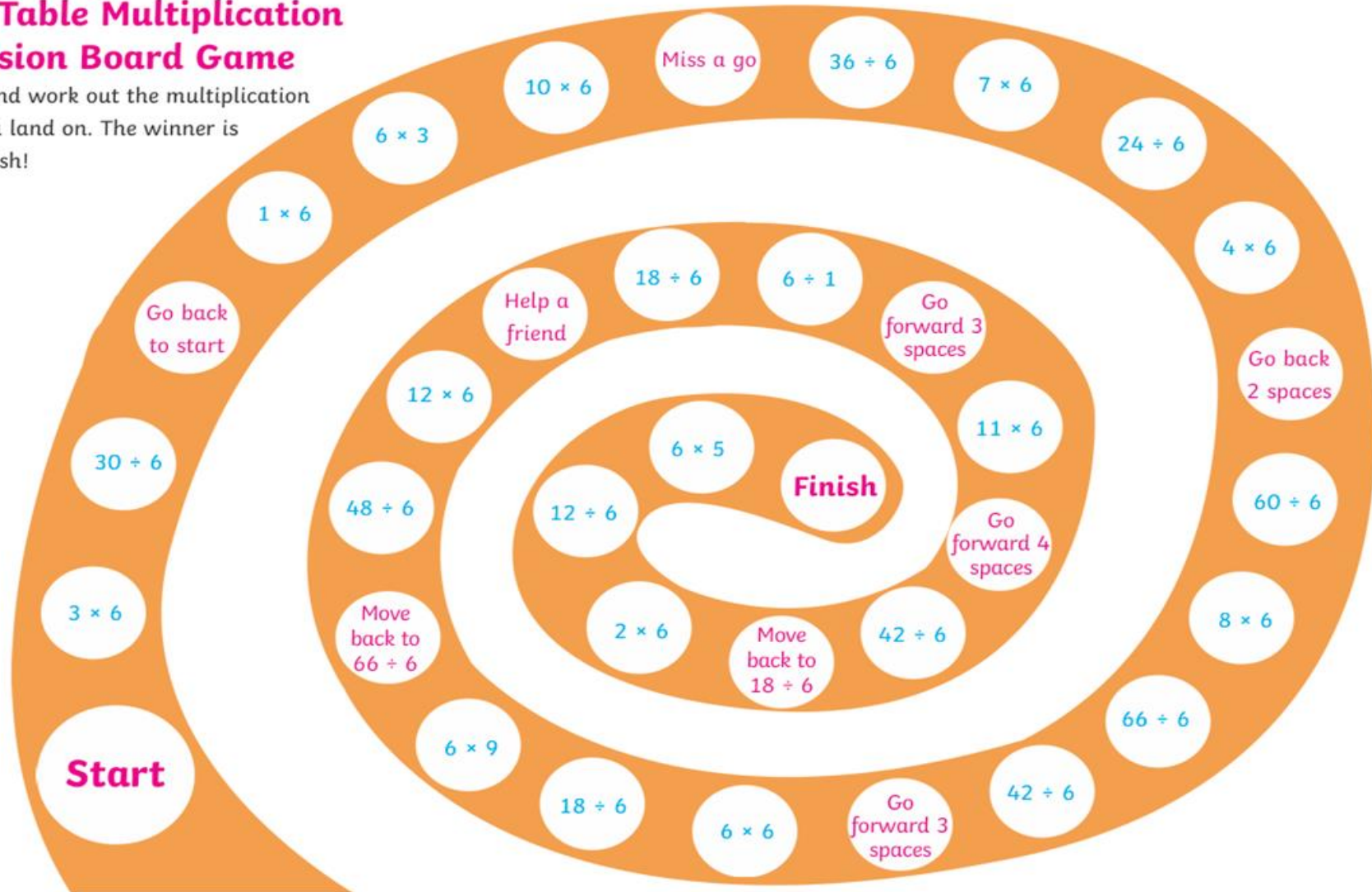
12.05.26

Times tables

How far can you get in 10 minutes?

6 Times Table Multiplication and Division Board Game

Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!



12.05.26

TBAT: compare 2-place decimals in the context of lengths.

3 in 3

1) $62.3 + 7.27$

2) Find $\frac{2}{5}$ of 50

3) $85 + 85 + 85 + 85 + 85 =$

Challenge

School finishes at 3:05. It takes me 10 minutes to drive to the gym, 1 hour in the gym, 20 minutes to drive home and 25 minutes to eat dinner. What time will I be done?

12.05.26

TBAT: Compare 2-place decimals in the context of lengths.

Key vocabulary

Decimal

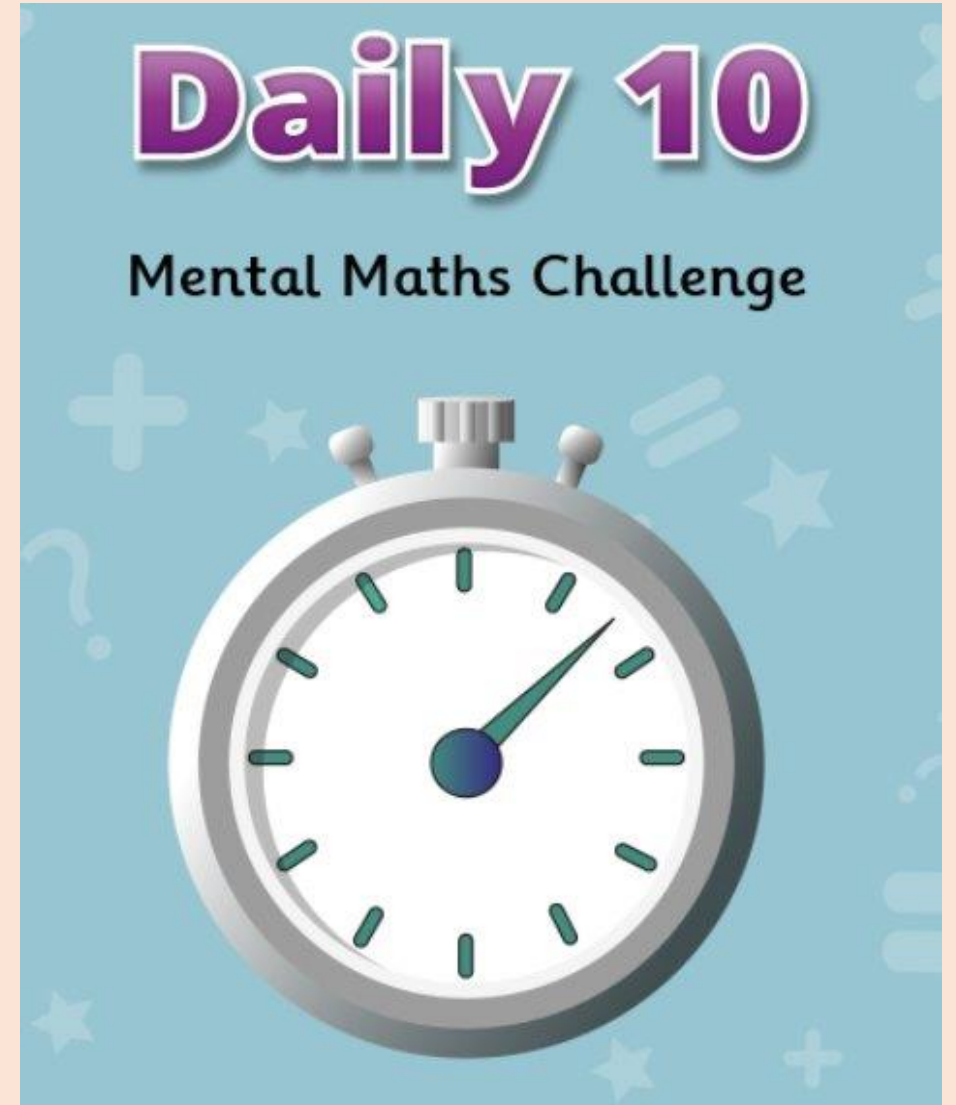
Compare

Tenths

Hundredths

Place value

[Daily 10 - Mental
Maths Challenge -
Topmarks](#)
Level 4- 6 times
tables



12.05.26

TBAT: Compare 2-place decimals in the context of lengths.

Whiteboards

A pencil = **4.82 cm**

A pen = **4.28 cm**

Which is longer? How do you know?

- Step 1: Compare ones
- Step 2: Compare tenths
- Step 3: Compare hundredths

4.82

4 ones

8 tenths

2 hundredths

4.28

4 ones

2 tenths

8 hundredths

12.05.26

TBAT: Compare 2-place decimals in the context of lengths.

Whiteboards

Compare lengths

3.45 3.54

2.67 2.76

5.09 5.90

12.05.26

TBAT: Compare 2-place decimals in the context of lengths.

Whiteboards

Using digits from 1 to 9, make these statements correct.

$$0.54 > 0.5 \square$$

$$0.1 \square < 0.18$$

$$0.72 = 0. \square 2$$

12.05.26

TBAT: Compare 2-place decimals in the context of lengths.

Whiteboards

Order from shortest to longest:

4.82cm, 4.28cm, 4.08cm, 4.80cm

12.05.26

TBAT: Compare 2-place decimals in the context of lengths.

Whiteboards

Order from shortest to longest:

2.92m, 0.09m, 2.97cm, 9.02cm

Hint- Look at the units of measurement. M is larger than CM!

12.05.26

TBAT: Compare 2-place decimals in the context of lengths.

Talk partners

Two lengths:

- $A = 3.4$
- $B = 3.40$

Are they equal? Explain why.

12.05.26

TBAT: Compare 2-place decimals in the context of lengths.

Talk partners

Agatha says:



I have made the longest train track because it is 1.2m long.

Oscar says:

I have made the longest train track because it is 0.21m long.



Who is correct? Explain why.

Whiteboards- How far does each pupil travel to get to school?

Izzy travels 1.5 km.

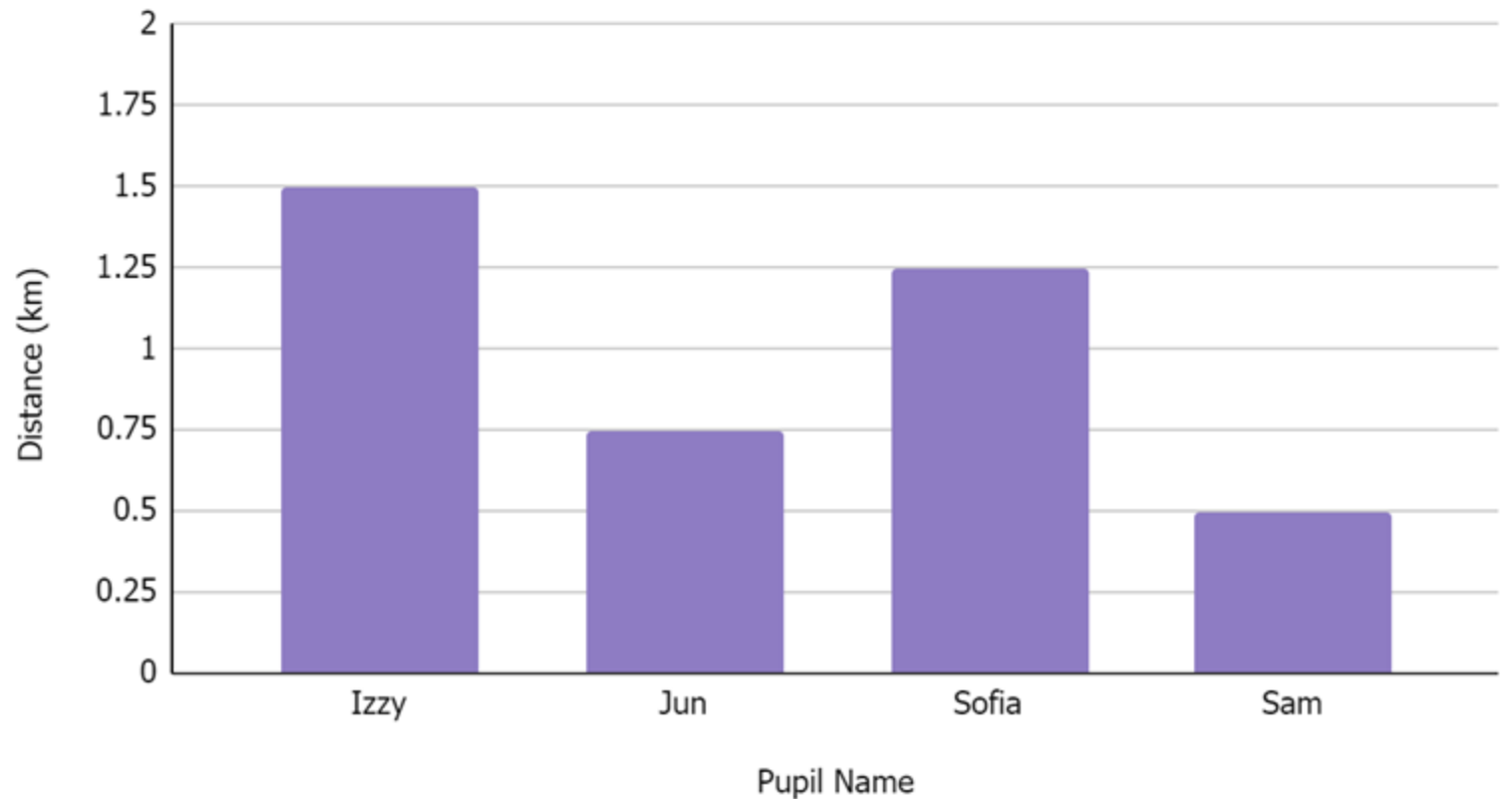
Jun travels 0.75 km.

Sofia travels 1.25 km.

And I travel 0.5 km.



Distance in kilometres travelled to school.



Whiteboards:

Compare the lengths ($<$ $>$ $=$)

1.5 1.25

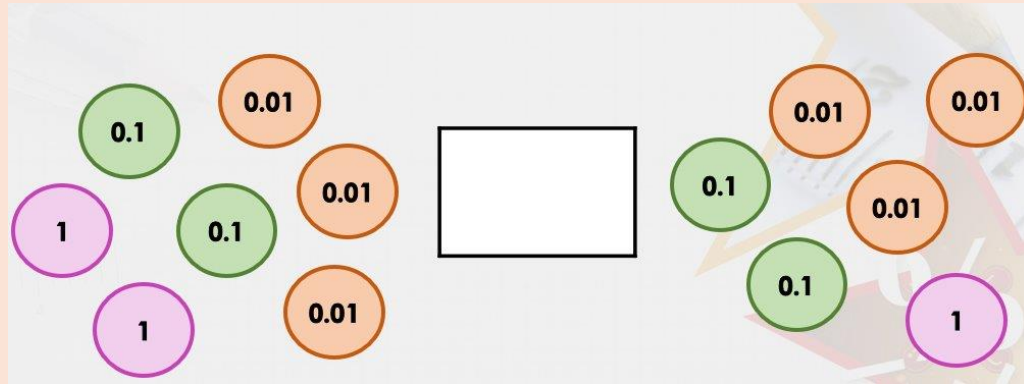
0.5 0.75

12.05.26

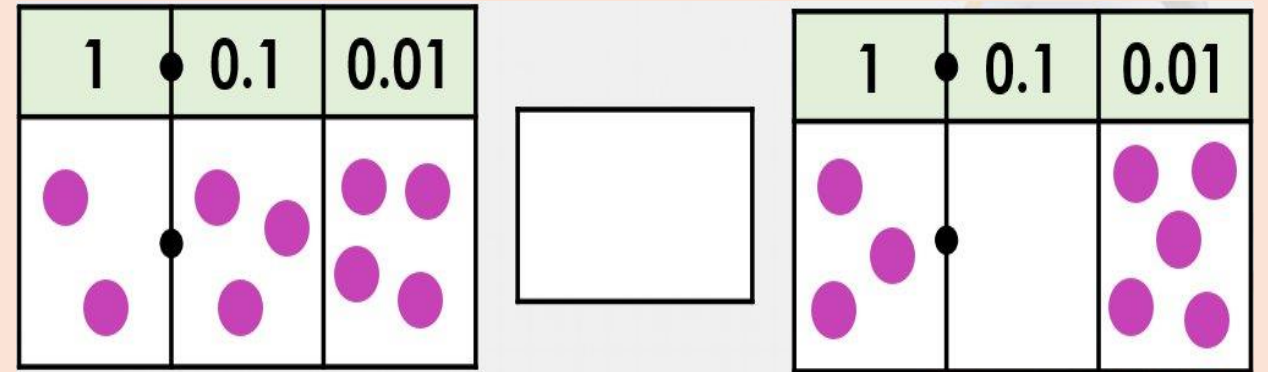
TBAT: Compare 2-place decimals in the context of lengths.

Write down and compare the decimals

Blue



Green



Independent

Write each child's jumps in ascending order.

Name	Jump 1	Jump 2	Jump 3
Sara	3.61 m	3.58 m	3.65 m
Michael	4.42 m	3.98 m	4.37 m
Imran	4.88 m	4.64 m	4.92 m
Kenji	5.23 m	5.15 m	5.31 m

Sara: _____, _____, _____

Michael: _____, _____, _____

Imran: _____, _____, _____

Kenji: _____, _____, _____

RP- Why is $5.09 < 5.9$?

Challenge

A rope is longer than 4.37 m but shorter than 4.42 m. It is an even number, and the digits add up to 8. **What could its length be?**

Mastery challenge

Anju says:



I have the longest piece of string because it is 10.01m long.

Joe says:



I have the longest piece of string because it is 1,000cm long.

Who is correct? Explain why.

Greater Depth mastery

- 1) Some children have been throwing a bean bag. Here are the distances:

Steven	11.32m
Lena	8.04m
Tyrol	4.14m
Patsy	?

Patsy's throw was greater than Lena's throw but less than Steven's throw.

- a) Tick any that could be Patsy's throw:

9.14m	<input type="checkbox"/>	7.59m	<input type="checkbox"/>	11.23m	<input type="checkbox"/>
11.36m	<input type="checkbox"/>	8.99m	<input type="checkbox"/>		

Here is another clue to the possible number:

The number is greater than 9m but less than 11m.

- b) Write the children's names in order from shortest to longest throw.

Tuesday 12th May 2026

TBAT: recognise and use features of an instructional text.

3 in 3

Instructions: How to Make a Jam Sandwich

1. Wash your hands.
2. Take two slices of bread and put them on a plate.
3. Use a knife to spread butter on one slice.
4. Spread jam on the other slice.
5. Put the two slices together with the fillings inside.
6. Cut the sandwich in half and enjoy!

- 1. Why should you wash your hands before you start?**
- 2. What do you spread on each slice of bread?**
- 3. Why do you put the fillings on the inside of the sandwich?**

Tuesday 12th May 2026

TBAT: recognise and use features of an instructional text.

Blue – What is an imperative verb?

Green – What is chronological order?

Challenge – Why are subheading used in some writing genres?

Turn and talk

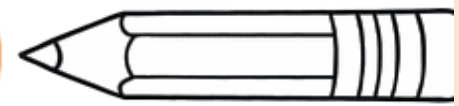
What are instructions?

Instructions are sentences that tell someone how to do something step by step.

They are used to explain how to make, do, or complete something, like a recipe or directions.

What might you need instructions for?

Instructions



Do your instructions include...

a heading and sub-headings?	
a simple introduction with a few sentences?	
a list of equipment, ingredients or what is needed?	
a method or list of steps in chronological order?	
imperative verbs?	
time conjunctions to clarify steps?	
adverbs to clarify verbs and steps?	
accurate descriptions and technical language?	
prepositions to clarify time, place and cause?	
subordinating conjunctions?	
bullet points or numbers?	
words from the year 3 and year 4 list?	
a conclusion sentence directed at the reader?	

Examples of Prepositions within Instructions

Carefully, fold **over** one side...

Slowly, push the pin **into**...

Neatly, place the shape **onto**...

Tuck the corners **under** each other completely...

Twist the pipe cleaner **around** the pencil delicately...

Gently, thread the string **through**...

Word Bank

how to	organise	release	
collect	replace	fasten	heat
place	utensils	fold	process
repeat	complete	turn	divide
use	gather	mix	along
measure	tools	cut	arrange
attach	hold	chop	prepare
begin	grip	stir	

Time Conjunctions

First,	Next,	Then,
When,	While,	Before,
After that,	Now,	Finally,

Subordinating Conjunctions

until	if	although	whether
.....	because	as	once	

Adverbs

- Thoroughly,...
- **Gently,**...
- Carefully,...
- **Safely,**...
- Neatly,...
- **Slowly,**...
- Quickly,...
- **Cautiously,**...
- Easily,...
- **Repeatedly,**...
- Frequently,...
- **Regularly,**...
- Completely,...
- **Delicately,**...
- Significantly,...
- **Often,**...
- Gingerly,...

Look at the instructional text.

Use the key to colour the correct features on the text.

- 1 use a heading and sub-headings
- 2 Include an introduction sentence
- 3 include a list of what is needed
- 4 put the steps in chronological order
- 5 use imperative (bossy) verbs
- 6 use bullet points or numbers to separate my steps
- 7 include a conclusion sentence

Y4 Instructions: Example Text Annotated Genre Features

How to Get to Starshine City

Have you ever dreamt of visiting the magical city of Starshine? This enchanting world promises to amaze you and is definitely worth a visit. Read on to discover how to access the portal that will lead you to this magnificent secret world, which is full of wonder and excitement.

You will need:

- the light of a full moon
- a flute or whistle
- a spade
- a notepad and pen
- five glass pebbles
- the secret password (from Gabriel the Gnome)

What to do:

1. By the light of a full moon, travel² to the bottom of your garden and call out, 'Open the portal'.
2. Listen³ for the hooting tune of the portal owl then use⁵ the flute or whistle to repeat it back exactly as heard.
3. After precisely one minute, a small portal door will appear in the hedge to your right. Step⁴ through the door and shut⁵ it behind you.
4. Close⁶ your eyes and slowly spin around three times anticlockwise.
5. When you have finished the last spin, open your eyes and step out of the portal. You will find yourself in a strange moonlit forest.
6. Look⁵ for the leafless oak tree, then use the spade to dig a hole at the base of the tree where the moss is a darker shade of green.
7. Feel⁵ around in the hole to find a metal lever. Turn⁵ the lever to the left until the trunk of the tree splits open to reveal a spiral staircase leading underground.
8. Go⁵ down one hundred steps until you reach a door marked 'The Gnomes' House'. Then, rap⁵ on the door three times and call for 'Gabriel Sneezle'.
9. When Gabriel answers the door (you will recognise him by his magnificent white, curly beard), ask⁶ him for the secret password and pay⁶ him with the glass pebbles. Record the password in the notebook.
10. Continue down the spiral staircase to the very bottom where you will find yourself standing on a smooth slate slab. Trace⁵ the password with your finger across the slab then count back slowly from ten to one.
11. With a flash and a bang, the slate beneath your feet will disappear and you will find yourself whizzing down a chute flooded with sparkling light directly into Starshine City.

When you arrive, don't forget to take lots of photographs, buy one or two souvenirs and make time to say hello to the quirky, local residents. Have fun! You are certain to remember your visit to Starshine City forever.

You will be writing a set of instructions on how to catch a Witch!

With your partner, look through the text to find the key features of an instructional text and tick them of your checklist.

- Are all of these features in the text?
- How could you make it better?

	Title which shows what the text is about. It may begin "How to..."		Adverbs for how the actions should be done.
	Sub-headings to break the text into clear sections.		Chronological order and Adverbs of Time.
	An opening sentence which encourages the reader to have a go.		Technical vocabulary which is specific to the task.
	A clear list of equipment or ingredients needed.		Diagrams or illustrations with labels.
	Simple steps for each action in the method.		Formal, impersonal tone.
	Imperative (bossy) verbs telling the reader what to do.		Closing statement which shows or describes what the reader has achieved.
	Bullet points or numbers for each step.		

How to trap a witch

WAGOLL

Have you ever wanted to rid the world of nasty, vicious witches?

Follow these instructions carefully to trap one safely.

Equipment

Dog droppings

A large net

Strong rope

Method

First, look carefully for a witch. Watch for clues such as unusual behaviour or strange clothing.

Next, choose a safe place to set your trap, away from other people.

Then, place your bait in the trap to lure the witch in.

After that, hide nearby and wait quietly and patiently.

When the witch steps into the trap, quickly drop the net over them.

Carefully secure the net using your rope so the witch cannot escape.

Once you have trapped your witch, inform a trusted adult immediately.

Tuesday 12th May 2026

TBAT: sing two Spanish greeting songs and add accompaniments

[The Collins Hub Educator > Library](#) - Singing Spanish – Lesson 1 – Buenos dias

Vocabulary

- lyrics
- pulse/beat
- structure
- verse
- accompaniment
- improvise

Blue – What is an accompaniment?

Green – How can a beat change the music?

Tuesday 12th May 2026

TBAT: design a symbol to show my identity.

Keywords

symbol

an object, shape, or image that stands for or represents an idea or meaning

**print /
printing**

a way of making a copy of something

banner

a flag with a design or writing on it that represents an organisation or a movement



Turn and talk

How can you **print** a message without using a printer?

A print is a way of making a copy of something.

Artists use printing to repeat shapes, patterns or messages.



Artists and craftspeople often make their own tools. Trade union banners were hand-printed or painted with care and each one had meaning.

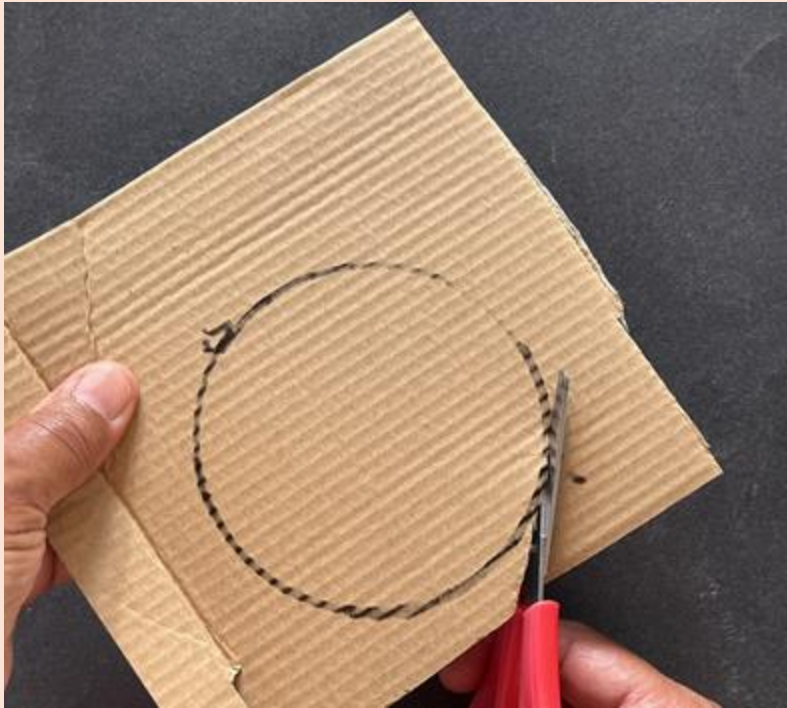
Today you will make a **monoprinting** tool to **print** with, just like artists and **banner**-makers did.



Make a simple monoprinting pad

To make your **print** pad:

Draw a **circle** on your card and cut it out.



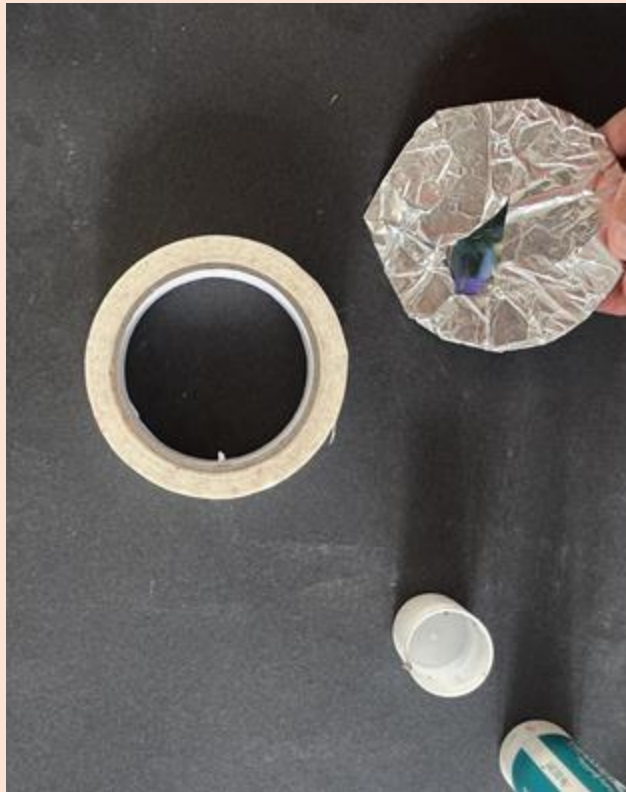
Make a simple monoprinting pad



Explanation



Wrap it in foil
and glue the foil
flat on the front.



Stick the foil carefully to the back with masking tape so it stays smooth and firmly attached.

Cut a strip of brown card, bend it in the middle and tape it to the back as a handle.



Now you've made a simple **printing** pad.



Why do we cover it in foil?



Sam

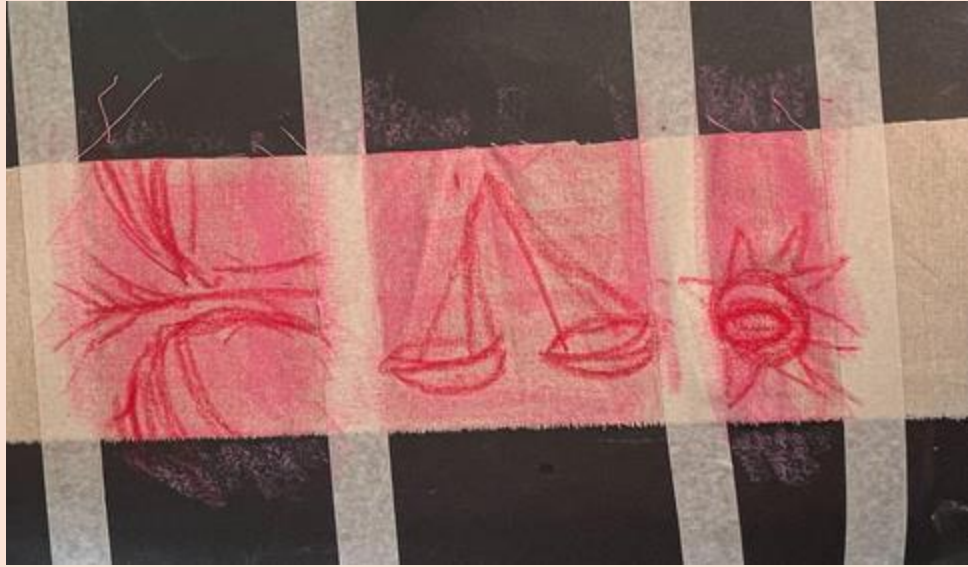
So the paint doesn't soak in. It helps the **print** stay sharp.



A **banner** is a **flag** with a design or writing that represents a group, belief or movement.

Talk partners

Where have you seen a **banner** before?



Banners often include symbols or words. A symbol is a shape, object or image that stands for an idea or meaning.

Banners often communicate a message or represent a group, belief or movement.

Trade union banners used symbols to show unity, pride and fairness.



STRENGTH



UNITY



POWER

We can see **unions** in everyday life:

example	how it shows union
a school sports team	players working together to reach a goal
a friendship group	friends supporting each other
a class council	pupils speaking up together to make change
trade union	workers standing together for fairness

A **union** is about strength through **unity** - we are stronger together.

The children look carefully at different **trade union banners**. Think about what they might mean:

I can see **symbols** like hands and shields on these **banners**. I think they stand for protection and togetherness.

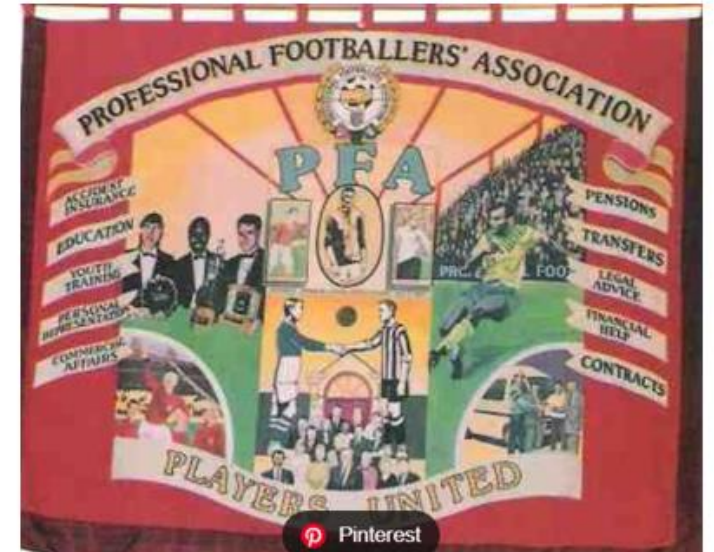
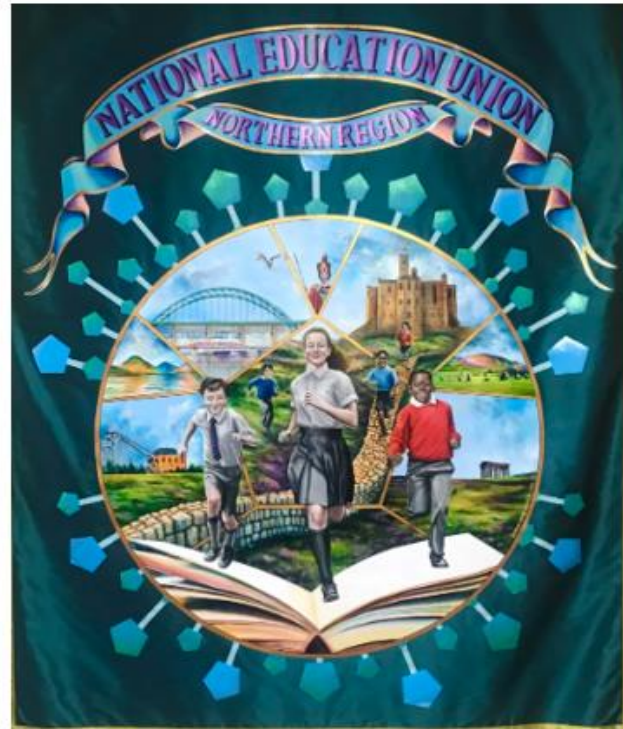


These **banners** are made by people who wanted to show strength and unity. They made them big and bold so everyone could see what they stood for.

Identify **symbols** used in a chosen **banner**.

In small groups look at some examples of banners.

- Identify the main shapes, colours, words that you can see.
- Identify symbols and discuss what you think they represent.



Tuesday 12th May 2026

TBAT: design a symbol to show my identity.

Sketch at least six symbols to communicate your idea.

- Consider **who** your banner will be for and **what you want to communicate.**
- You could explore ideas like strength, fairness, unity or hope.
- Combine symbols to create meaning for your own banner.
- Keep shapes simple and clear.

Tuesday 12th May 2026

TBAT: use skills and knowledge to compete in a tournament.

Success Criteria

- Play honestly and fairly.
- Show respect towards others.
- Use the rules to help to manage your game.

Whole Child Objectives

Social: To show respect and congratulate others.

Emotional: To keep trying when games are challenging.

Thinking: To choose and use skills under pressure.

Tuesday 12th May 2026

TBAT: use skills and knowledge to compete in a tournament.

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

[4 Minute Timer with Relaxing
Chillpop Music | Gentle Focus
Timer for Classroom](#)

Please collect the marbles from your own classroom.