

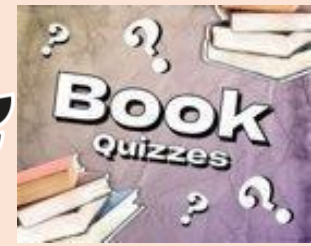
Tuesday 19th May 2026

19.05.26

Morning Challenge

Good  
Morning

TIMES  
TABLES  
ROCK  
STARS



Solve the bus stop  
division questions in  
your morning  
challenge books.

A. 
$$2 \overline{) 704}$$

B. 
$$2 \overline{) 548}$$

E. 
$$2 \overline{) 824}$$

F. 
$$5 \overline{) 570}$$

I. 
$$5 \overline{) 455}$$

J. 
$$2 \overline{) 782}$$

**Challenge: Create  
your own division  
question and  
solve it!**

19.05.26

## Close reading

Mr and Mrs Jenkins Meet Bruno

My grandmother carried me back into her own bedroom and put me on the table. She set the precious bottle down beside me. "What time are those witches having supper in the Dining Room?" she asked.

"Eight o'clock," I said.

She looked at her watch. "It is now ten-past six," she said. "We've got until eight o'clock to work out our next move." Suddenly, her eye fell upon Bruno. He was still in the banana bowl on the table. **He had eaten three bananas and was now attacking a fourth. He had become immensely fat.**

"That's quite enough," my grandmother said, lifting him out of the bowl and putting him on the table-top. "I think it's time we returned this little fellow to the bosom of his family. Don't you agree, Bruno?"

Bruno scowled at her. I had never seen a mouse scowl before, but he managed it. "My parents let me eat as much as I want," he said. **"I'd rather be with them than with you."**

"Of course you would," my grandmother said. "Do you know where your parents might be at this moment?"

"They were in the Lounge not long ago," I said "I saw them sitting there as we dashed through on our way up here."

"Right," my grandmother said. "Let's go and see if they are still there. Do you want to come along?" she added, looking at me.

"Yes, please," I said.

"I shall put you both in my handbag," she said **"Keep quiet and stay out of sight. If you must peep out now and again, don't show more than your nose."**

Her handbag was a large bulgy black-leather affair with a tortoise-shell clasp. She picked up Bruno and me and popped us into it. "I shall leave the clasp undone," she said. "But be sure to keep out of sight." I had no intention of keeping out of sight. I wanted to see everything. I seated myself in a little side-pocket inside the bag, near the clasp, and from there I was able to poke my head out whenever I wanted to. "Hey!" Bruno called out. "Give me the rest of that banana I was eating."

"Oh all right," my grandmother said. "Anything to keep you quiet." She dropped the half-eaten banana into the bag, then slung the bag over her arm and marched out of the room and went thumping along the corridor with her walking stick.

We went down in the lift to the ground floor and made our way through the Reading-Room to the Lounge. And there, sure enough, sat Mr and Mrs Jenkins in a couple of armchairs with a low round glass-covered table between them. There were several other groups in there as well, but the Jenkins were the only couple sitting alone. Mr Jenkins was reading a newspaper. Mrs Jenkins was knitting something large and mustard-coloured. Only my nose and eyes were above the clasp of my grandmother's handbag, but I had a super view. I could see everything.

My grandmother, dressed in black lace, went thumping across the floor of the Lounge and halted in front of the Jenkins's table. "Are you Mr and Mrs Jenkins?" she asked.

Mr Jenkins looked at her over the top of his newspaper and frowned. "Yes," he said. "I am Mr Jenkins. What can I do for you, madam?"

"I'm afraid I have some rather **alarming news** for you," she said. "It's about your son, Bruno."

"What about Bruno?" Mr Jenkins said. Mrs Jenkins looked up but went on knitting. "What's the little blighter been up to now?" Mr Jenkins asked. "Raiding the kitchen, I suppose."

"It's a bit worse than that," my grandmother said. "Do you think we might go somewhere more private while I tell you about it?"

"Private?" Mr Jenkins said. "Why do we have to be private?"

"This is not an easy thing for me to explain," my grandmother said. "I'd much rather we all went up to your room and sat down before I tell you anymore."

Mr Jenkins lowered his paper. Mrs Jenkins stopped knitting. "I don't want to go up to my room, madam," Mr Jenkins said. "I'm quite comfortable here, thank you very much." He was a large coarse man and he wasn't used to being pushed around by anybody. "Kindly state your business and then leave us alone," he added. He spoke as though he was addressing someone who was trying to sell him a vacuum-cleaner at the back door. **My poor grandmother, who had been doing her best to be as kind to them as possible, now began to bristle a bit herself.**

"We really can't talk in here," she said. "There are too many people. This is a rather delicate and personal matter."

"I'll talk where I dashed well want to, madam," Mr Jenkins said. "Come on now, out with it! If Bruno has broken a window or smashed your spectacles, then I'll pay for the damage, but I'm not budging out of this seat!"

One or two other groups in the room were beginning to stare at us now. "Where is Bruno anyway?" Mr Jenkins said. "Tell him to come here and see me."

"He's here already," my grandmother said. "He's in my handbag." She patted the big floppy leather bag with her walking-stick.

"What the heck d'you mean he's in your handbag?" Mr Jenkins shouted. "Are you trying to be funny?" Mrs Jenkins said, very prim.

"There's nothing funny about this," my grandmother said. "Your son has suffered a rather unfortunate mishap."

"He's always suffering mishaps," Mr Jenkins said. "He suffers from overeating and then he suffers from wind. You should hear him after supper. He sounds like a brass band! But a good dose of castor-oil soon puts him right again. Where is the little beggar?"

"I've already told you," my grandmother said. "He's in my handbag. But I do think it might be better if we went somewhere private before you meet him in his present state."

"This woman's mad," Mrs Jenkins said. "Tell her to go away."

"The plain fact is", my grandmother said, "that your son Bruno has been rather drastically altered."

"Altered!" shouted Mr Jenkins. "What the devil d'you mean altered?" "Go away!" Mrs Jenkins said. "You're a silly old woman!"

"I am trying to tell you as gently as I possibly can that Bruno really is in my handbag," my grandmother said. "My own grandson actually saw them doing it to him."

"Saw who doing what to him, for heaven's sake?" shouted Mr Jenkins. **He had a black moustache which jumped up and down when he shouted.** "Saw the witches turning him into a mouse," my grandmother said. "Call the Manager, dear," Mrs Jenkins said to her husband. "Have this mad woman thrown out of the hotel."

He had eaten three bananas and was now attacking a fourth.

What does the word “attacking” suggest about how Bruno is eating?

Why do you think the author says “immensely fat” instead of just “fat”?

What does this tell us about Bruno’s character?

"I'd rather be with them than with you."

Who is “them” referring to?

What does this sentence tell us about how Bruno feels?

"Keep quiet and stay out of sight. If you must peep out now and again, don't show more than your nose."

Why does the grandmother want them to stay out of sight?

What does the phrase “peep out” mean?

What might happen if they are seen?

alarming news

Why might the news be alarming?

My poor grandmother, who had been doing her best to be as kind to them as possible, now began to bristle a bit herself.

What does the word ‘bristle’ mean in this context?

He had a black moustache which jumped up and down when he shouted.

What is this sentence an example of?

19.05.26

Times tables

# **BEAT THE TEACHER**

**7 TIMES TABLES**



19.05.26

TBAT: recognise decimal and fraction equivalents.

3 in 3

1)  $65.2 + 6.87$

2) Find  $\frac{2}{8}$  of 80

3)  $263 + 263 + 263 =$

**Challenge**

School finishes at 3:20.

It takes me 15 minutes to walk home, 30 minutes to get ready, 45 minutes at football practice, and 10 minutes to travel back home.  
What time will I be finished?

19.05.26

TBAT: recognise decimal and fraction equivalents.

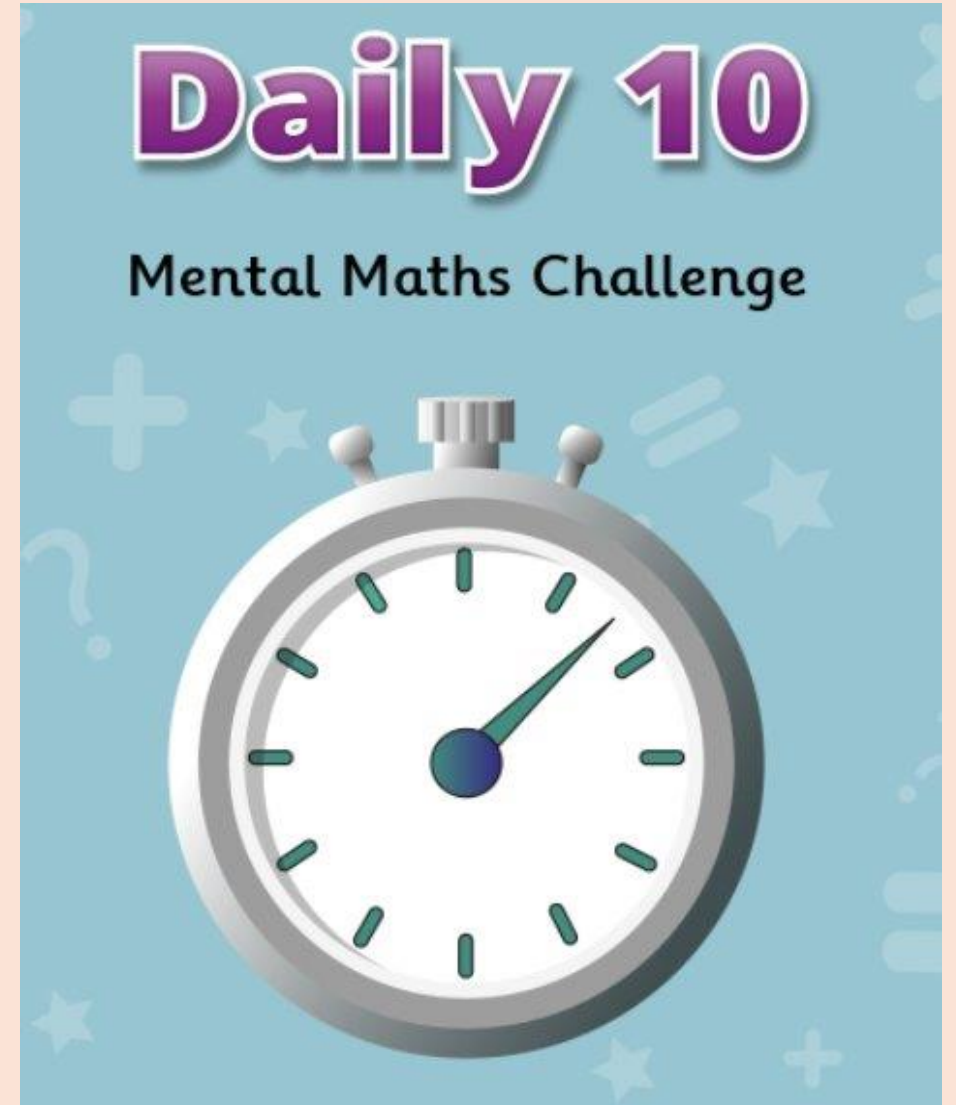
Key vocabulary

**Equivalent**- Equal in value or amount, even if it looks different

**Denominator**

**Numerator**

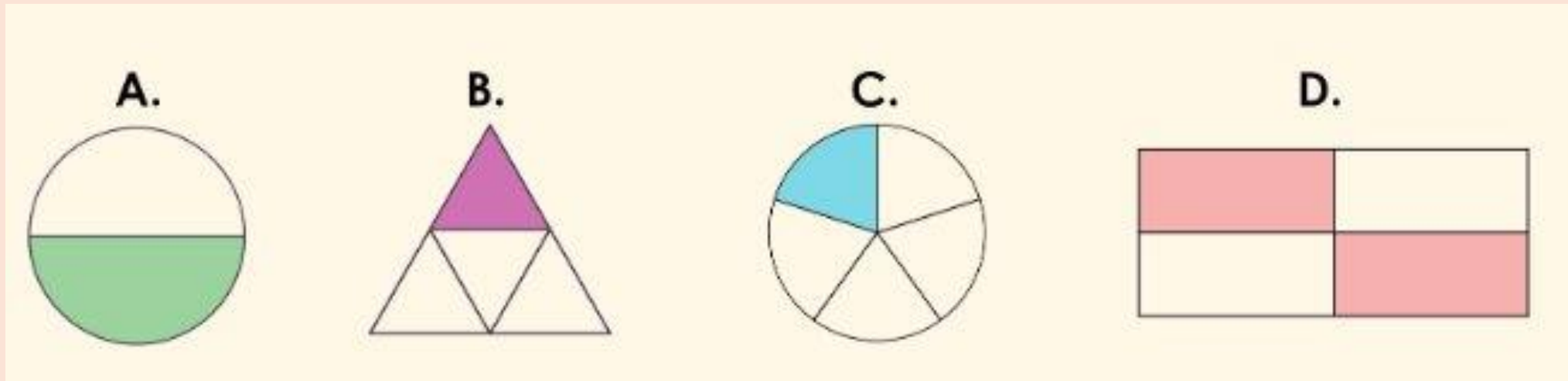
[Daily 10 - Mental Maths Challenge - Topmarks](#)  
Level 4- 7 times tables



19.05.26

TBAT: recognise decimal and fraction equivalents.

Which representations show  $\frac{1}{2}$  and  $\frac{1}{4}$ ?



19.05.26

TBAT: recognise decimal and fraction equivalents.

**Fractions can be changed into decimals by making them out of 100 parts.**

**Decimals show how many parts out of 100**

19.05.26

TBAT: recognise decimal and fraction equivalents.

## Re-cap

$$0.1 = \frac{1}{10}$$

$$0.3 =$$

$$0.7 =$$

$$0.9 =$$

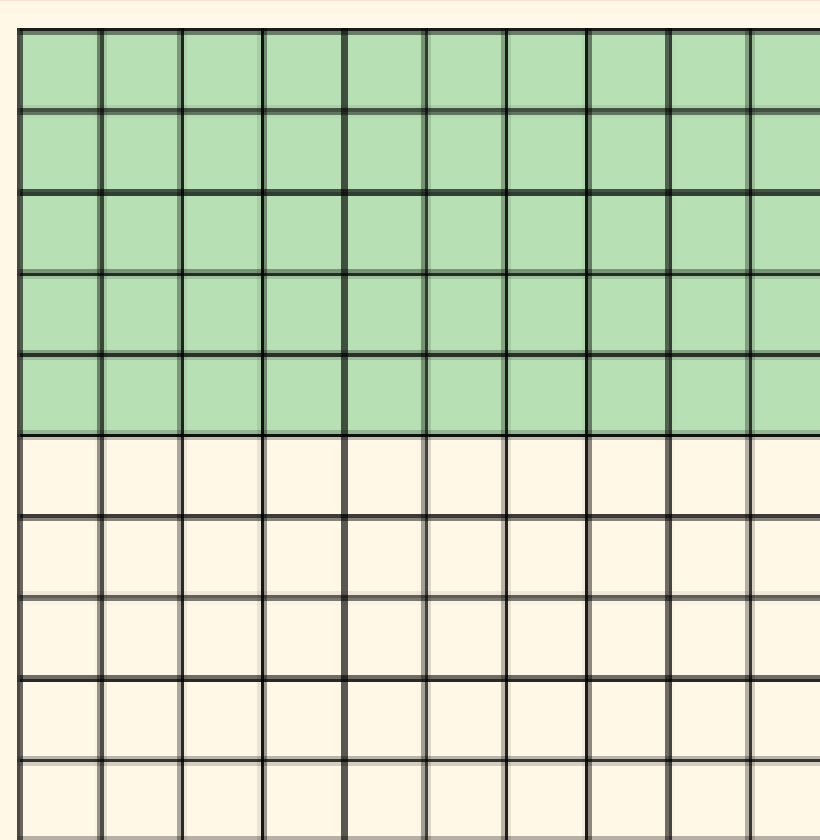
19.05.26

TBAT: recognise decimal and fraction equivalents.

Here is a hundred square.

What fraction of the square is shaded?

What would the equivalent be as a decimal?



$$\frac{50}{100} = \frac{5}{10} = \frac{1}{2}$$

**50/100 are shaded, and one half out of two halves are shaded. So  $50/100 = \frac{1}{2}$ .**

**$50/100 = 0.50$  as 0.50 means 50 hundredths**

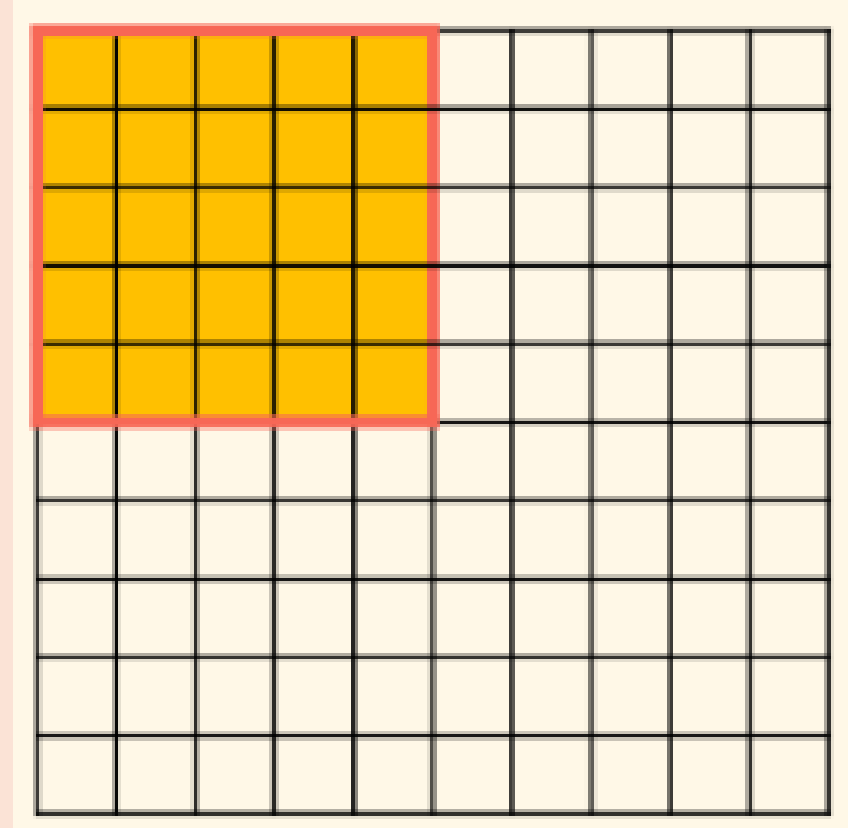
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TBAT: recognise decimal and fraction equivalents.

We can use the hundred square to recognise other fractions and decimals.

What fraction of the square is shaded?

What would the equivalent be as a decimal?



19.05.26

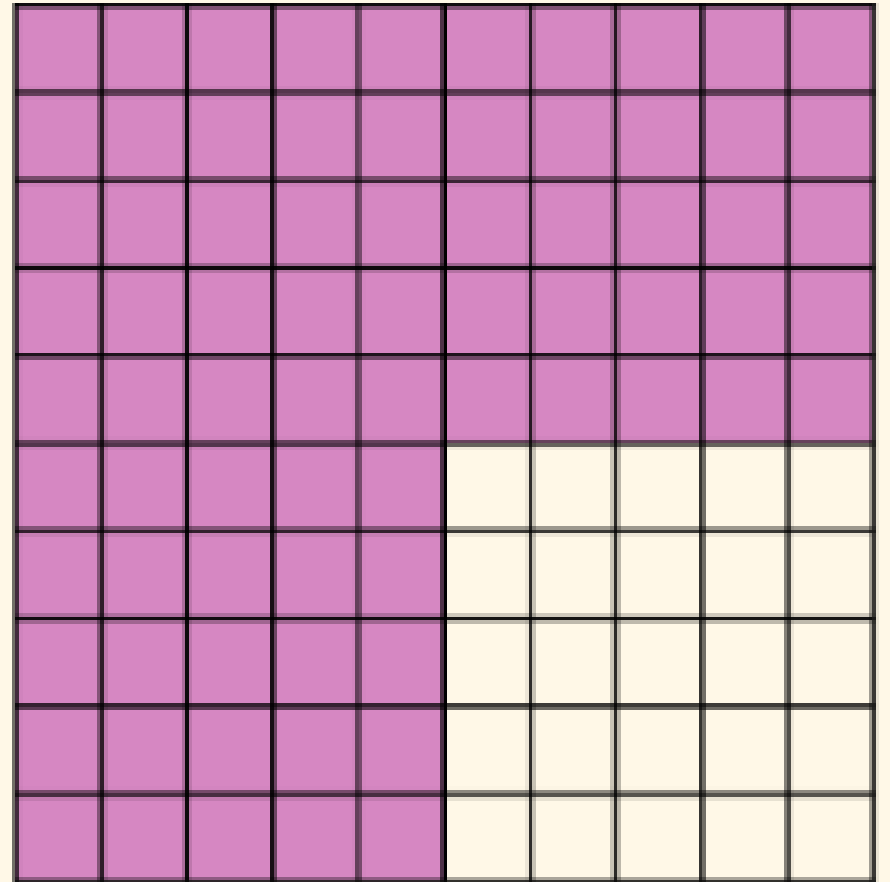
TBAT: recognise decimal and fraction equivalents.

We can add one quarter to two quarters (half).

What fraction of the square is shaded?

What would the equivalent be as a decimal?

**25 + 50 = 75. 75 parts shaded**



19.05.26

TBAT: recognise decimal and fraction equivalents.

Which fraction equals  
the decimal?

0.5

$$\frac{5}{100}$$

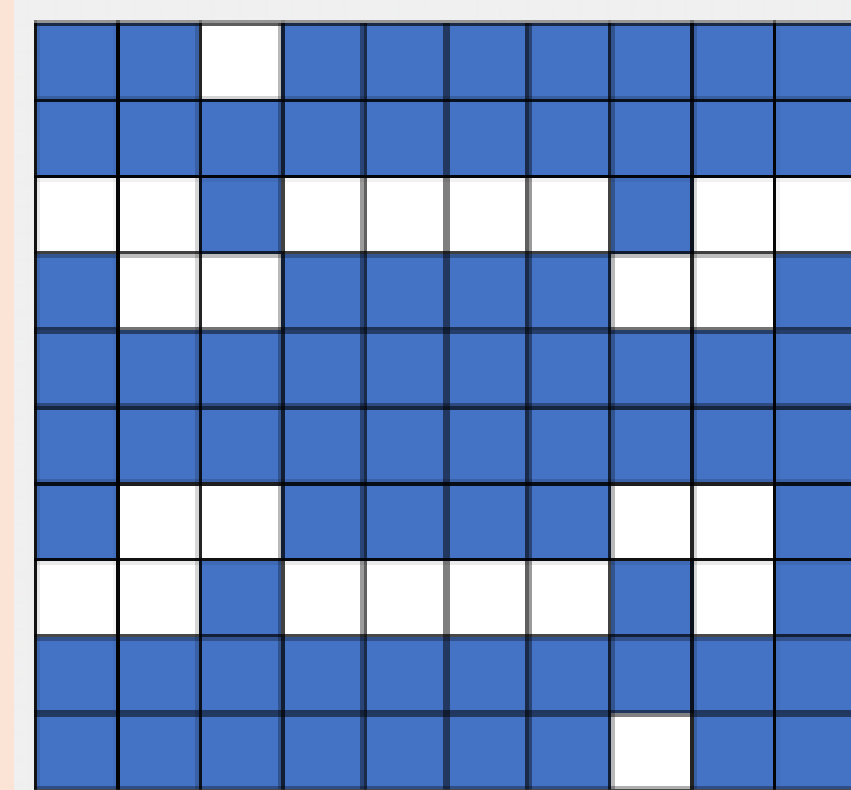
$$\frac{25}{100}$$

$$\frac{50}{100}$$

19.05.26

TBAT: recognise decimal and fraction equivalents.

What fraction and decimal can be written to show how many coloured squares are shaded?

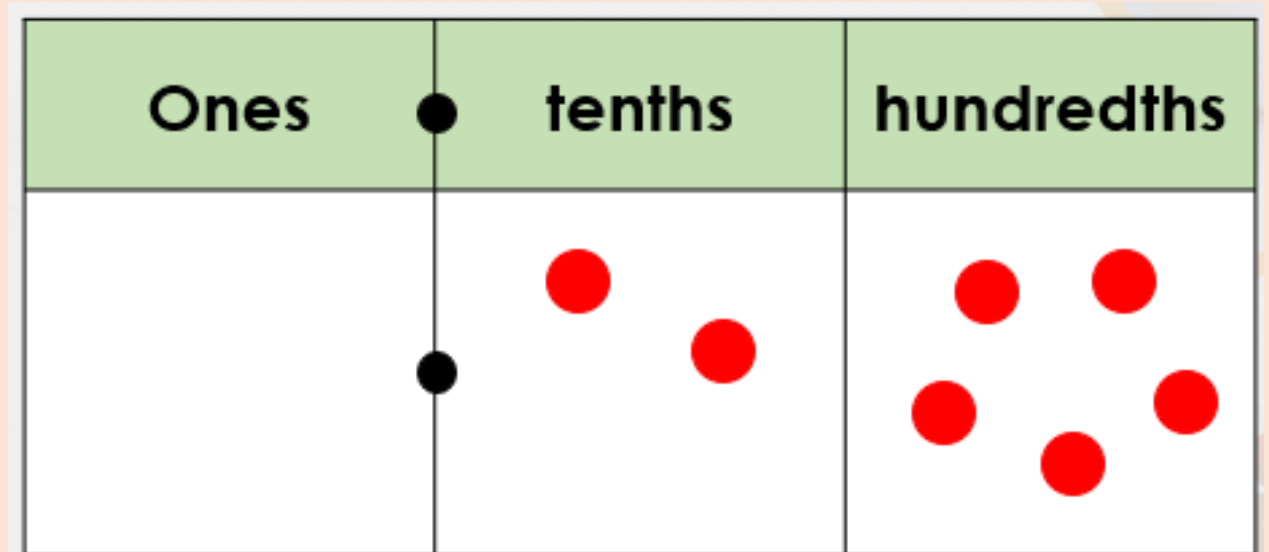


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TBAT: recognise decimal and fraction equivalents.

Which decimal is shown on the place value grid?

What fraction would this be?



19.05.26

TBAT: recognise decimal and fraction equivalents.

Match the pairs.  
Which is the odd one  
out?

The image shows five rounded rectangular boxes with blue borders, each containing a mathematical value. The values are: 0.75, 0.5,  $\frac{1}{4}$ ,  $\frac{50}{100}$ , and 0.25. The boxes are arranged on a light blue background with a faint pencil and paper illustration.

19.05.26

TBAT: recognise decimal and fraction equivalents.

**I'm thinking of a fraction.**

**The denominator is 100.**

**It is equal to 0.75.**

**What is my fraction?**

19.05.26

TBAT: recognise decimal and fraction equivalents.

**Write down the fractions with the equivalent decimals**

Blue

Green

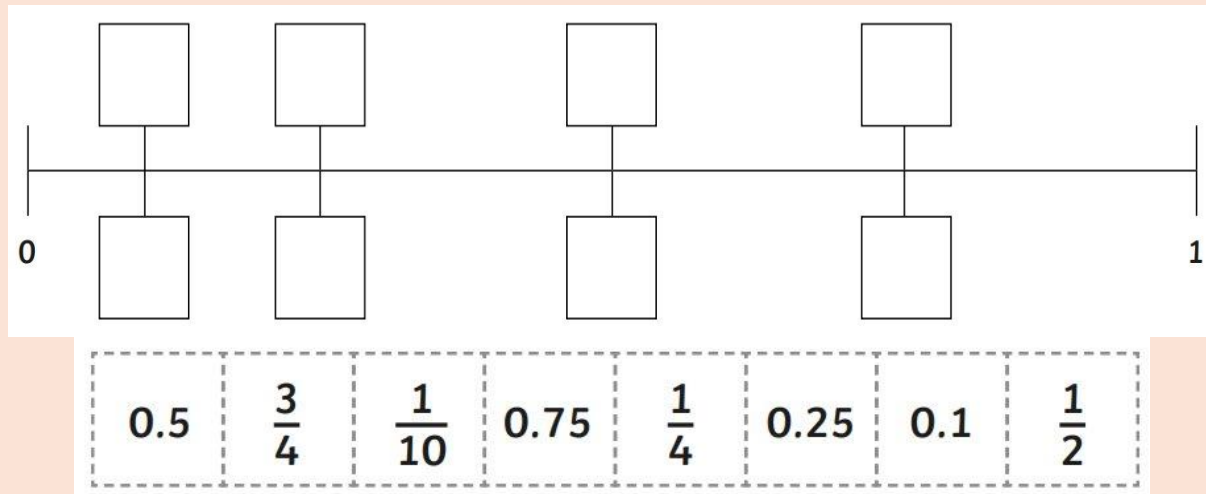
$$\frac{3}{4} =$$

$$\frac{1}{4} =$$

$$\frac{1}{2} =$$

$$\frac{4}{4} =$$

# Independent



RP- Which fraction of £100 would you choose and why?

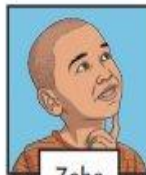
$\frac{1}{4}$

$\frac{3}{4}$

$\frac{1}{2}$

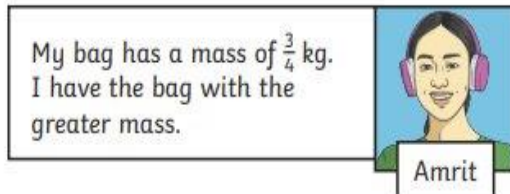
## Challenge

Do you agree with Zeke or Amrit?  
Explain how your answer.



Zeke

My bag has a mass of 0.5kg.  
I have the bag with the greater mass.



Amrit

My bag has a mass of  $\frac{3}{4}$  kg.  
I have the bag with the greater mass.

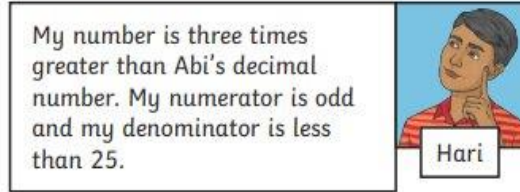
## Mastery challenge

Abi and Hari are thinking of a fraction.  
What fraction could they be thinking of?  
Find three possible answers for each of them.



Abi

My fraction is equal to 0.25 and it has an even numerator less than 8.



Hari

My number is three times greater than Abi's decimal number. My numerator is odd and my denominator is less than 25.

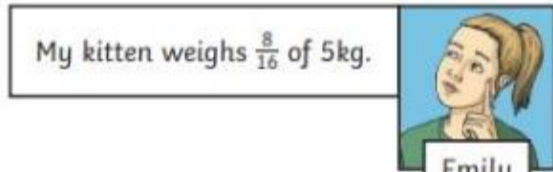
## Greater Depth mastery

Four children are comparing the mass of their kittens.



Priya

My kitten weighs  $\frac{25}{100}$  of 5kg.



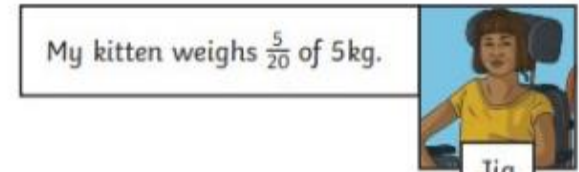
Emily

My kitten weighs  $\frac{8}{16}$  of 5kg.



Bartek

My kitten weighs 0.75 of 5kg.



Jia

My kitten weighs  $\frac{5}{20}$  of 5kg.

Order the mass of the kittens from lightest to heaviest. Show your working out.

Tuesday 19th May 2026

TBAT: use capital letters correctly.

### 3 in 3

A proper noun is the name of a specific person, place or thing. Proper nouns always begin with a capital letter. For example, **Sophie**, **London** and **Monday** are proper nouns. Using capital letters for proper nouns helps the reader understand exactly who or what is being written about. If we do not use capital letters for proper nouns, our writing can look incorrect or confusing.

- 1. What is a proper noun?**
- 2. Why do proper nouns need capital letters?**
- 3. Which sentence best shows a proper noun:**
  - a) I went to the park.**
  - b) I went to Hyde Park.**

Tuesday 19th May 2026

TBAT: use capital letters correctly.

**Blue** – Which of these is a proper noun? Write it WITH a capital letter.

**donut**      **street**      **sarah**

**Green** – Which of these is a proper noun? Write it WITH a capital letter.

**king**      **london**      **cake**

**Challenge** – Explain why the word 'queen' does not need a capital letter if written on its own.

# Capital letters

Sentences always start with a **capital letter**.

**W**hat is that?

**T**hat is mine.

**C**ome over here.

**Ww Tt Cc**

In your books, write the alphabet in capital letters. Make sure your **capital letters** are tall!

# Capital letters

Proper nouns also need a capital letter.

- The name of a specific place/person must begin with a capital letter:

**W**ales      **L**iam      **I**ndia      **E**lm **S**treet      **M**iss **G**odden

- Names of days, special days and months begin with a capital letter:

**S**unday      **J**uly      **C**hristmas      **E**id

- The pronoun I is always capitalised:

**I**'m      **I**'ve      **I**'ll      **I**'d

# Task A - Practise

Which of these words are **proper nouns**? Circle them on your sheet

1

man

horse

easter

australia

2

derek

tuesday

town

television

3

liverpool

yesterday

asda

shop

Show  
all



Click on the question to show the answer. Click on it again to hide the answer.

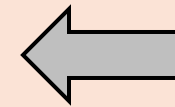
# Capital letters

Some words might need a **capital letter** in one sentence but not in another.



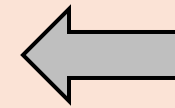
We drove down  
the street.

Here, 'street' is a  
**noun**.



We drove down  
**B**enton **S**treet.

This is the name of  
a specific street. It  
is a **proper noun**.

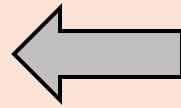


# Capital letters

Some words might need a **capital letter** in one sentence but not in another.

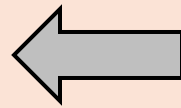
I live near the  
river.

Here, 'river' is a  
**noun**.



I live near the  
**R**iver **T**hames.

This is the name of  
a specific river. It is  
a **proper noun**.



# Talk partners - Practise

Which sentence in each pair is punctuated correctly? How do you know?

- 1** a) We went for a picnic near the Lake.  
b) We went for a picnic near Westbere Lake.

- 2** a) The shop closes early on weekdays.  
b) The shop closes early on fridays.

Click on the box to reveal the answer.

# Practise

Which sentence is punctuated correctly?



After School, we looked around Birmingham Museum.



After school, we looked around Birmingham Museum.



After School, we looked around Birmingham museum.



After school, we looked around birmingham museum.

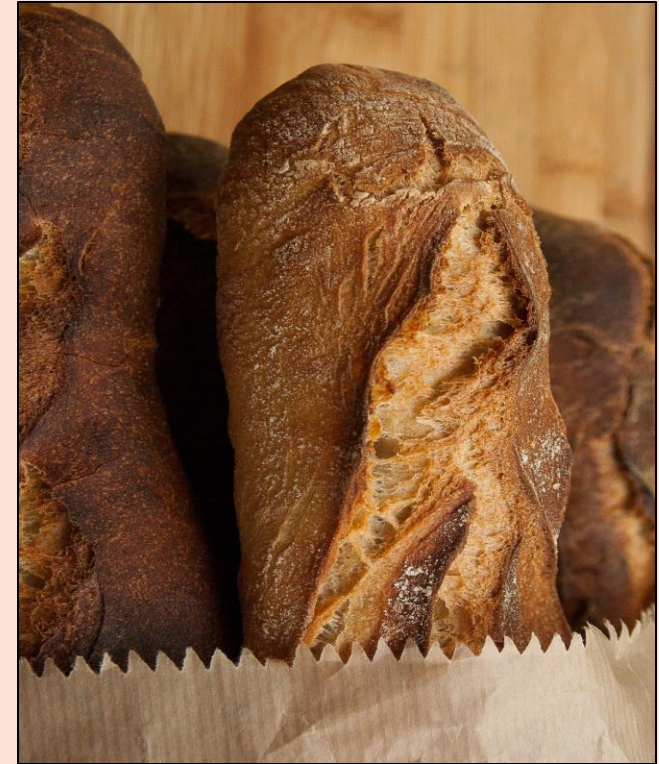
50:5  
0

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

# Task B - Practise

Insert the missing **capital letters** into the sentence on your sheet.

**M** **P**  
mr price bought some bread  
from **W** **F** winstone farm on his  
way into town on **F** friday.



# Task C - Practise

Rewrite the sentence below using **capital letters** correctly.



in 2012 the olympic games were held in london. athletes from many countries visited england to compete in sports such as swimming gymnastics and athletics. the opening ceremony took place at the olympic stadium and was watched by people all over the world. the london 2012 olympics helped bring people together and made the uk feel proud.

# Task C - Practise

Rewrite the sentence below using **capital letters** correctly.



In 2012, the **Olympic Games** were held in London. **Athletes** from many countries visited England to compete in sports such as swimming, gymnastics and athletics. **The** opening ceremony took place at the **Olympic Stadium** and was watched by people all over the world. **The London 2012 Olympics** helped bring people together and made the **UK** feel proud.

Tuesday 19th May 2026

TBAT: design and print 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

1. Select and prepare your **symbols** for **printing** on your **banner**.
  - Look at the **symbols** that you drew last week.
  - Consider who your **banner** is for and which **symbols** best communicate the beliefs, message or identity of your group.
  - Sketch out the main **symbols** that you plan to **print** on your **banner** - which **symbols** or patterns have you used in your fabric background?



What is the artist using the cotton bud for in their **printing**?

They are using it to draw their design and it keeps the edges smooth so the **print** is neat.



You are now going to use a **print** technique where you **paint**, **scratch**, and **press**.

This is called **monoprinting** - 'mono' means one, and each **print** is one of a kind.

To create your monoprint:



Paint a thick, even layer onto your foil disc.

To create your monoprint:



Use a tool to scratch your design into the paint - this is called monoprinting.



You can use different tools to scratch the design into the paint.



Apply pressure and lift your **print** pad to reveal your **print**.

The pupils think carefully about their **print**:

My **symbol** means teamwork because the two hands show people helping each other. I think my cloth could fit into a bigger **banner** about working together.



Sofia



Andeep

Our group could be called United Creators because our **prints** show different ideas but we stand for the same message - unity.

Tuesday 19th May 2026

TBAT: participate in a dodgeball 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.