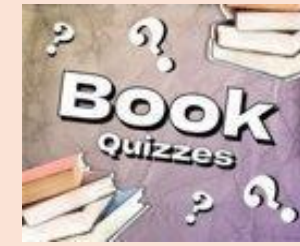


Wednesday 3rd June 2026

03.06.26

Morning Challenge

Good  
Morning



**Describe the cat using:**

- Expanded noun phrases
- Similes/metaphors
- Powerful adjectives

**Example: The sleek, shadowy black cat with glowing orange eyes like burning fire, crept silently through the garden.**

Chapter Five

The temperature seemed to drop. Varjak shivered.

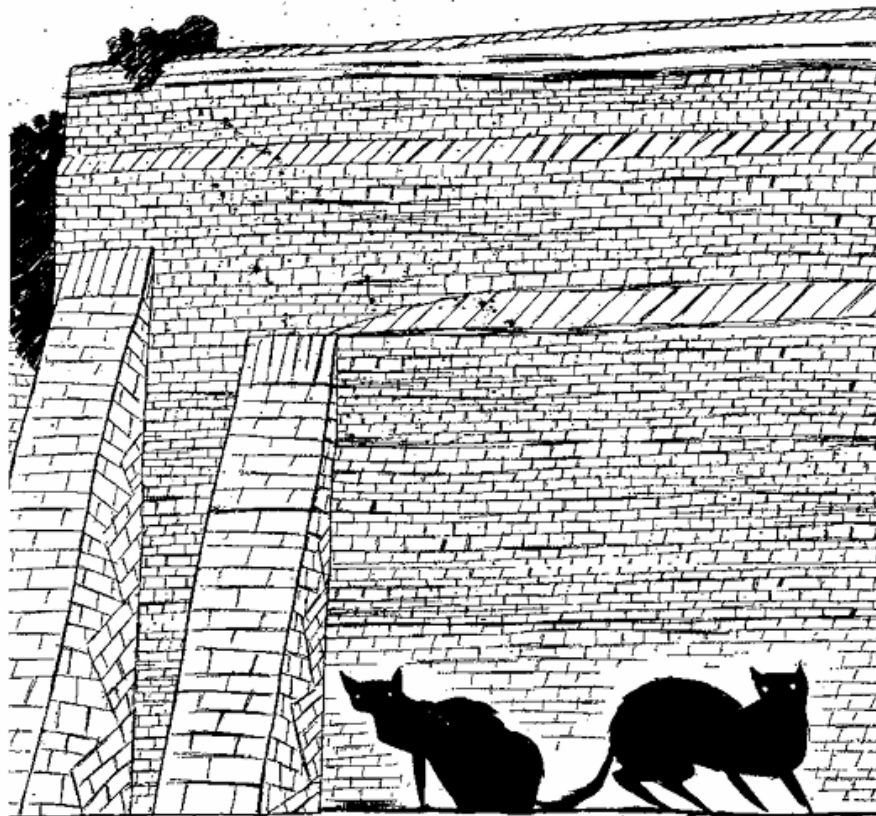
'I don't like this,' whispered the Elder Paw. 'I don't like it one bit.'



The Gentleman pointed at them across the garden. He crouched down to touch the collars on the black cats' necks, and whispered something into their ears. Then he turned and went back inside, leaving Varjak and the Elder Paw alone with his cats.

Varjak's fur bushed out with fear as the cats came slowly, deliberately across the grass towards them. There was something so strange, so menacing about the way they moved.

'Who are you?' called the Elder Paw.



How does the author create tension in this paragraph?

They didn't answer. They just kept coming. Varjak and his grandfather backed away, but there wasn't far to go. In a few steps, they were up against the wall, as far from the house as they could get.

Varjak's pulse was racing. He remembered how the Gentleman's cats had pushed him aside so easily. It looked like nothing in the world could stop them now. He scratched at his collar. It felt tight around his neck.

'Varjak,' said the Elder Paw urgently, but without a hint of worry in his voice, 'I think someone as brave as you could climb this wall and go Outside, don't you?'

Varjak glanced up. The stone was concealed by moss, but there was no hiding the wall's height. It was massive.

'Don't worry,' said the Elder Paw. 'You'll have time. I'll see to that.'

'I'll have time?' Varjak's head swam. What was the Elder Paw saying? That he should go Outside on his own? 'But – can't we both—?'

'No, we can't. Only one of us can get out. I'll keep them busy; you must go Outside and find a dog.'

'You're not going to fight them, are you? They'll – they'll—'

The Elder Paw took a pace towards the black cats. In his eyes was a fire Varjak had never seen before.

'Go! Bring back this thing that even men are scared of. And keep the Way alive, Varjak Paw.'

The cats had stopped. They were looking at the Elder Paw as if they were waiting for him. The Elder Paw growled at them. Varjak's head hurt. He was being torn apart by a thousand different feelings.

The Elder Paw strode forward to meet the Gentleman's cats, tail held high, green eyes blazing. 'Go, Varjak, before it's too late. Don't look back. This is the only way.' He looked fierce and magnificent. The tired old cat of the Council was gone. Now he was a son of Jalal, facing his enemy, proud and powerful. A Mesopotamian Blue.

'GO!' he yelled, and hurled himself at the black cats.

They nodded as he came, as if it was all too easy. The Elder Paw ran straight at them – but then he seemed to shimmer for a moment, and went through the gap between them, and came out the other side.

The two black cats span around. The Elder Paw was just out of their reach. They glanced at each other, and went after him.

Varjak's heart thumped in his throat. His grandfather was leading them away, through the trees, back towards the house. He was taking them further and further from Varjak, with quick wits and cunning, a flash of silver blue.

How can you tell that Varjak is beginning to change?

What descriptive language helps you picture the scene?

The black cats were faster. They moved together perfectly. Each one looked sleek and lethal. How could the Elder Paw fight two together? Already he was slowing down; still proud, but old and short of breath. And the black cats were closing in, one on each side.

They'd catch him soon. Even if they didn't, what could he do against a Gentleman ten times his size? What could any cat do, or even a whole family?

The Elder Paw was right. The only chance was to find a dog. His grandfather was doing what he had to; now it was all up to Varjak.

His mind on fire, Varjak tore his eyes from the garden, and turned to the wall. It separated the world he knew from the world Outside. No Paw had been over that wall since Jalal himself came from Mesopotamia, but it was the only way out.

He took a deep breath, coiled his body tight. One last glance, over his shoulder. No!

The black cats had caught the Elder Paw. They had him backed against the house. They came at him from both sides. He slashed out, but together they swarmed on top of him, and forced him to the ground.

There was a terrible howl. The black cats came away, shaking their heads. And the Elder Paw—

The Elder Paw looked limp, like a broken toy.

There was a roaring in Varjak's ears. His stomach

churned. Everything inside him screamed at him to stay, to fight, to help the only cat who ever understood him. But the Elder Paw's words echoed in his mind: *go, before it's too late.* He turned to the wall.

Three.

Two.

One.

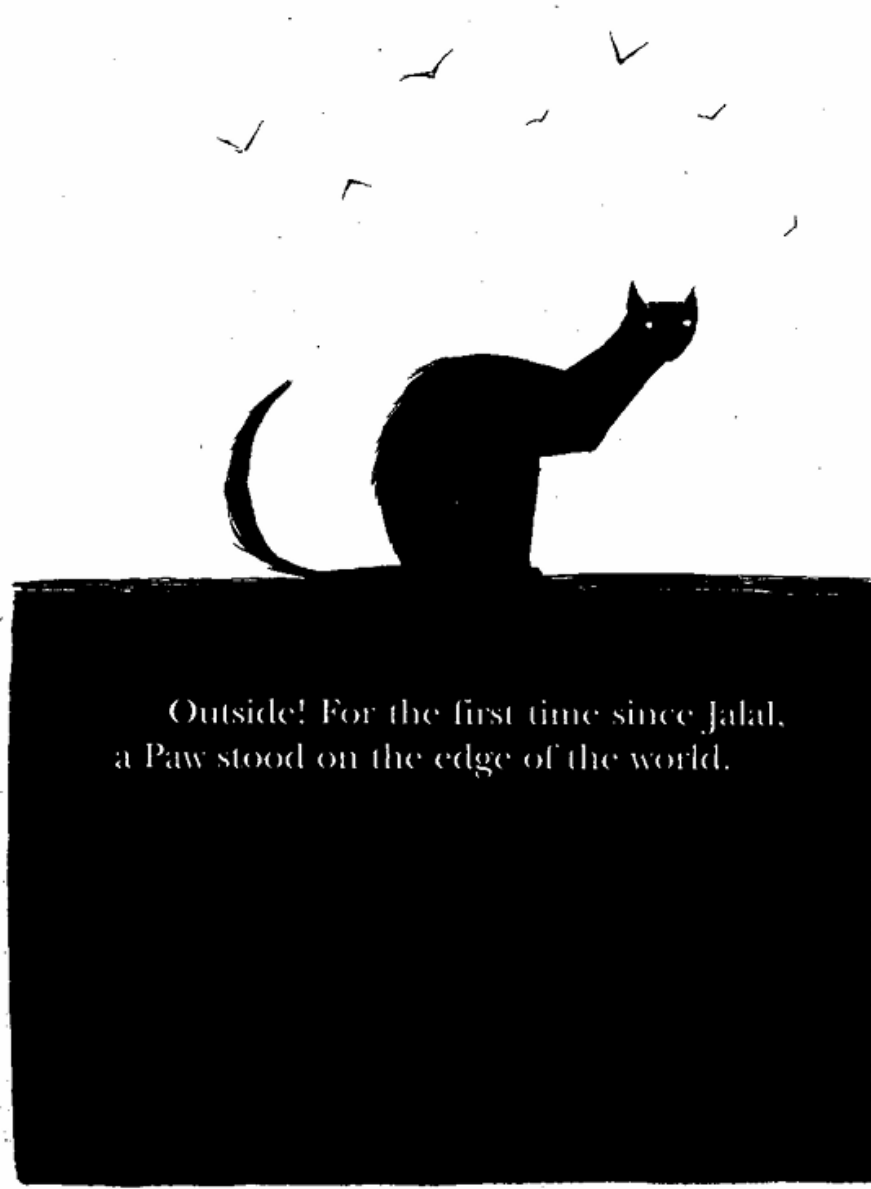
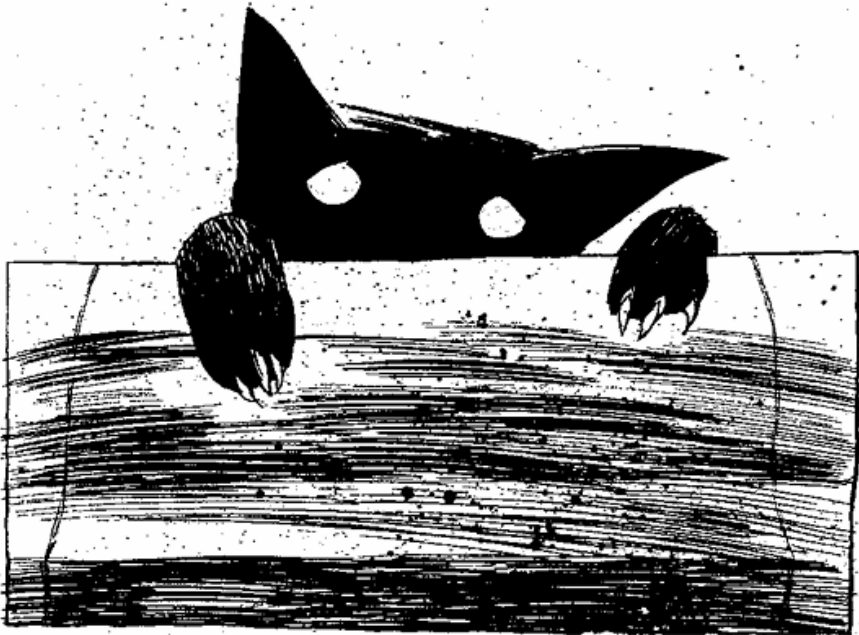
Varjak exploded into motion. Back legs uncoiled. Front paws reached out for a grip. Found it. Back legs pushed, pumped, powered up, up, and like the wind, Varjak Paw flew up the face of the wall, up, through the trees, higher than the curtains, higher than the house, up, beginning to tire, muscles aching, vision blurring — how much further? — up, grip after grip, paw over paw, slipping . . .



How do Varjak's thoughts show his character?

Choose a powerful adjective—why did the author use it?

Latched onto a ledge. Heaved.  
And made it to the top of the wall.



Outside! For the first time since Jalal,  
a Paw stood on the edge of the world.

Why is this chapter  
important to the  
overall story?

Do you think Varjak made the right choice in this  
chapter? Why?

03.06.26

# 12 Times tables

Times tables

## **Beat the teacher- Times Table quiz!**

You need a Question Master- Someone who knows their 12 times tables and will ask the questions to the class.

Everybody else: You will answer the questions from the 12 times tables (and other times tables) on your whiteboards. A whole class reward is available (Dojo/marbles) if you beat your teacher 10 times!! (Complete a tally chart on board- first to 10 wins)

Good luck!

03.06.26

TBAT: use factors and doubling to solve multiplications mentally.

3 in 3

1)  $999 + 999 =$

2)  $2. 1,234 - 99 =$

3) Entrance to a museum is £3.50 for children and £6.25 for adults. How much will it cost for 3 children and 2 adults?

Leah wants to give to charity.

Her dad says for every £3 she gives, he will give £1.50.

Leah gives £15 to charity.

How much does her dad give?



03.06.26

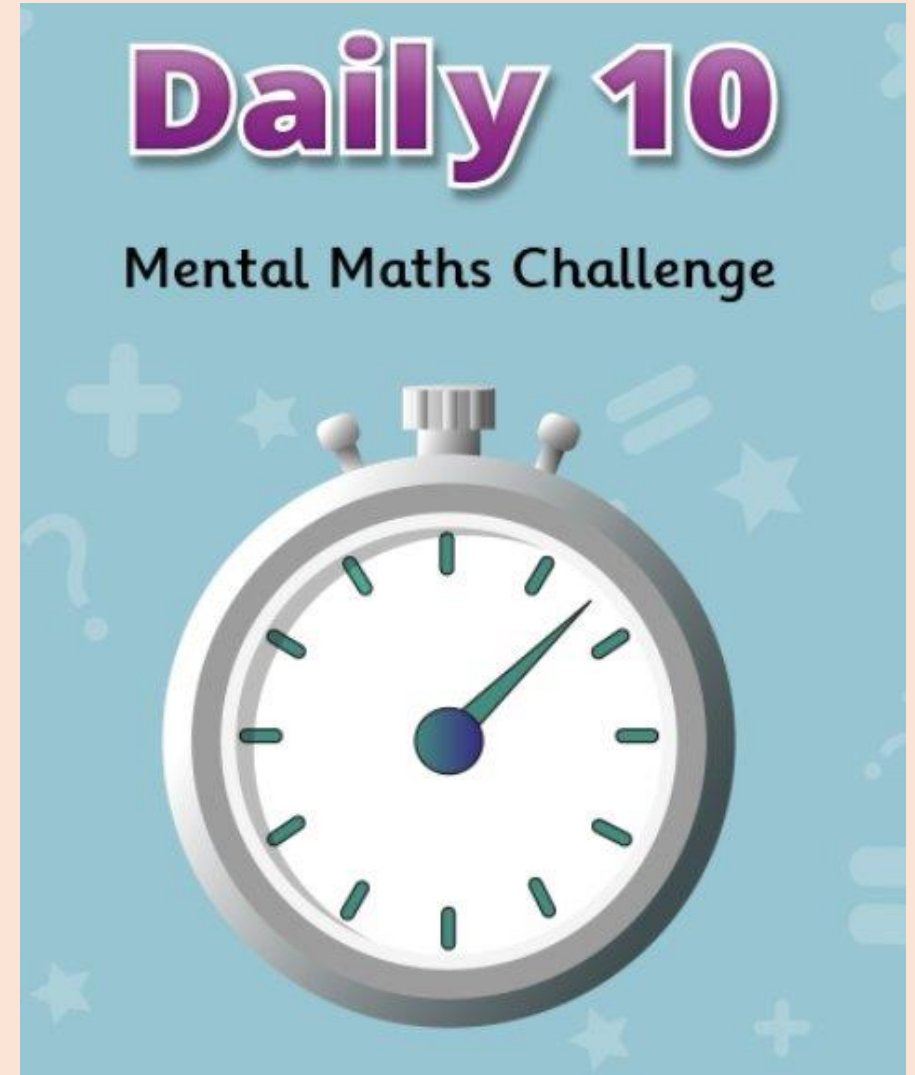
TBAT: use factors and doubling to solve multiplications mentally.

## Key vocabulary

**Double** = add the number to itself

**Factors** = numbers that multiply to make another number

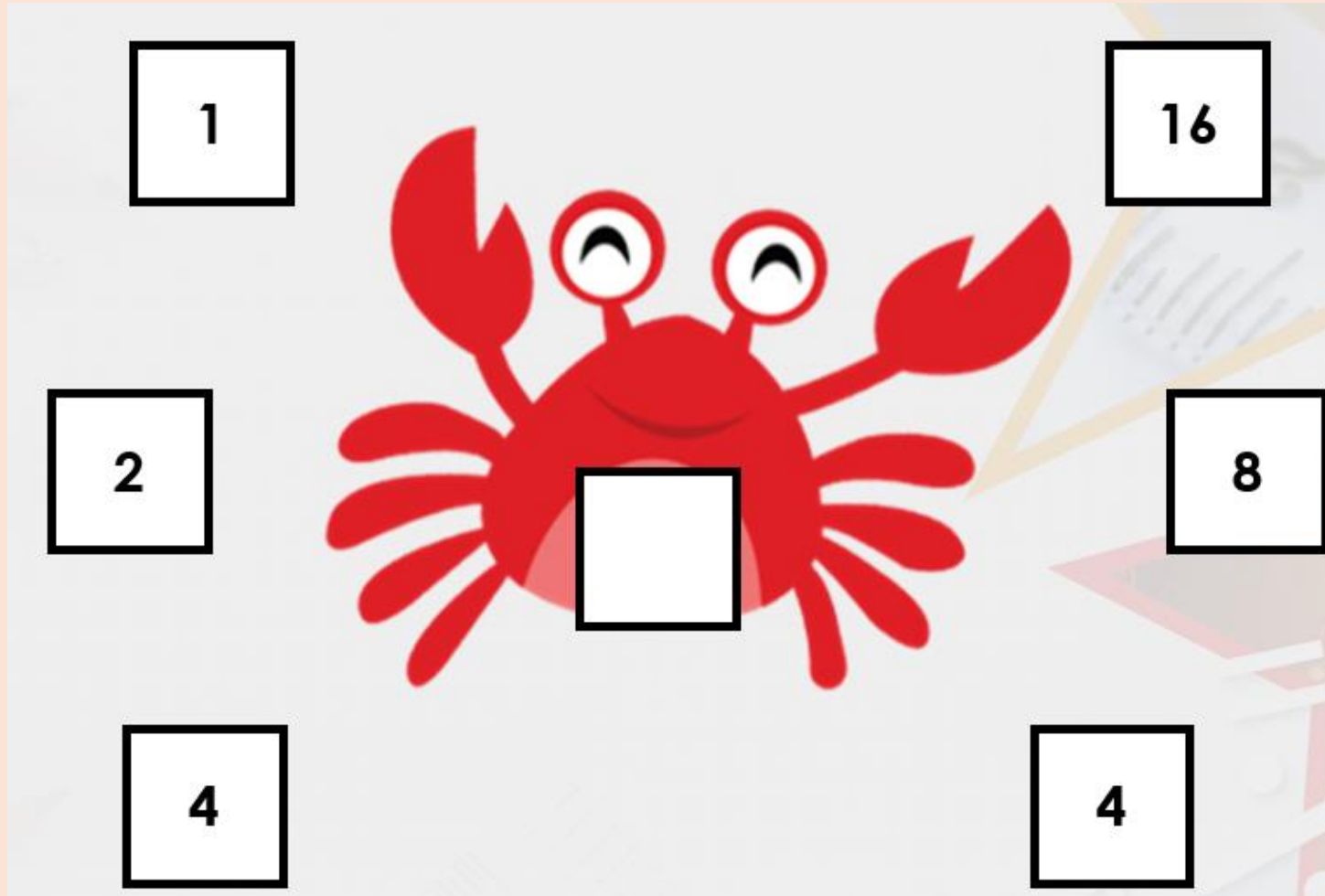
[Daily 10 - Mental Maths Challenge - Topmarks](#)  
Level 4- 12 times tables



03.06.26

TBAT: use factors and doubling to solve multiplications mentally.

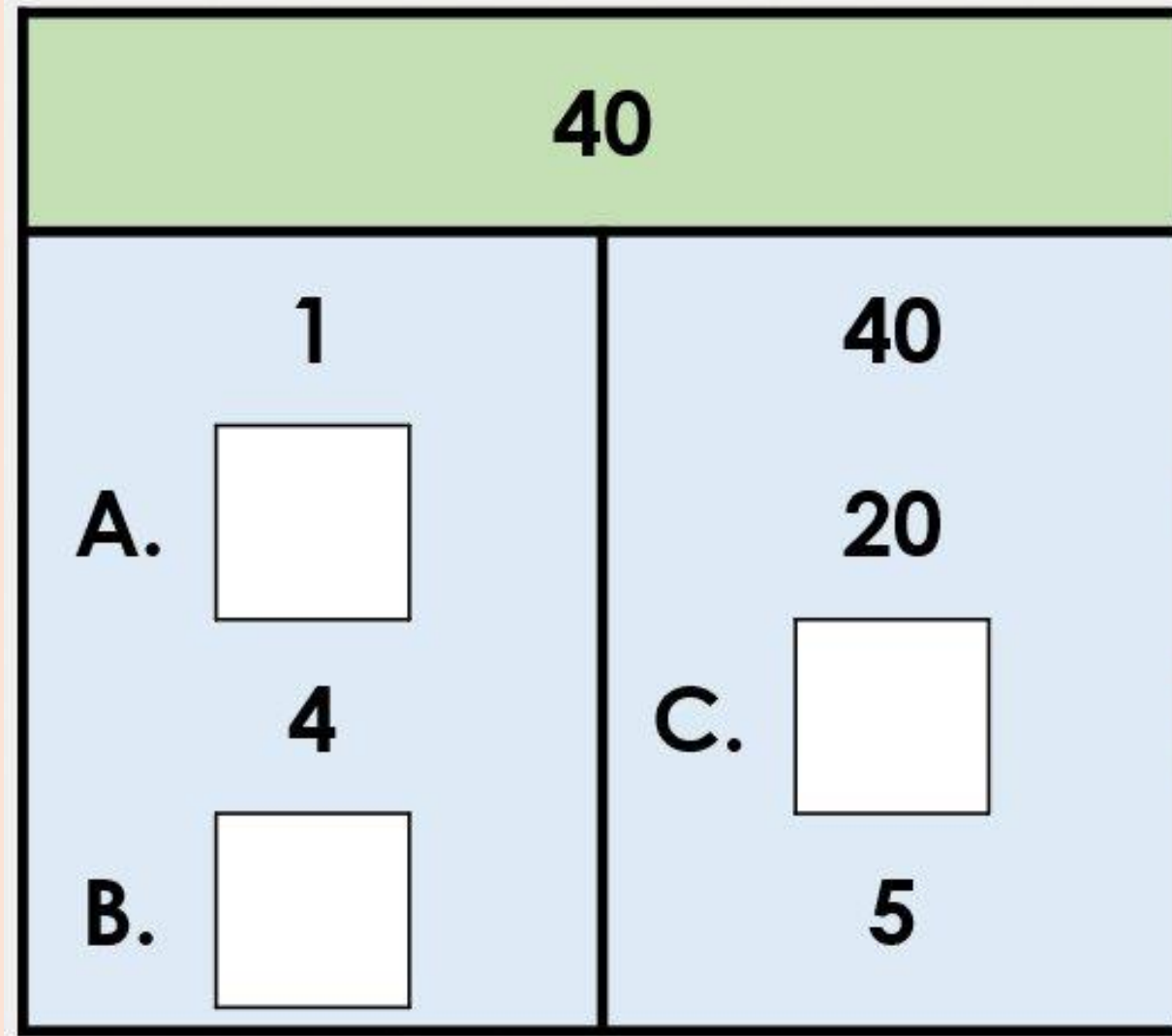
These numbers are factors of \_\_\_\_.



**Can you think of any numbers that only have themselves and 1 as factors?**

03.06.26

TBAT: use factors and doubling to solve multiplications mentally.



03.06.26

TBAT: use factors and doubling to solve multiplications mentally.

Whiteboards: Find all the factors of 24

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TBAT: use factors and doubling to solve multiplications mentally.

To solve  $4 \times 6$ , we can double 6, then double it again.

**Double 6 =**

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TBAT: use factors and doubling to solve multiplications mentally.

**Whiteboards:**

Solve using **doubling or factors:**

- $4 \times 8$

- $6 \times 5$

- $8 \times 3$

03.06.26

TBAT: use factors and doubling to solve multiplications mentally.

We can make multiplication easier by breaking numbers apart or using doubling.

Teacher led

$$24 \times 4 =$$

What could we do to the number 24 to make this easier to solve?

We can double 24 to get 48

Then, we double 48 to get 96

$$24 \times 4 = 96$$

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TBAT: use factors and doubling to solve multiplications mentally.

We can make multiplication easier by breaking numbers apart or using doubling.

$$32 \times 8 =$$

03.06.26

TBAT: use factors and doubling to solve multiplications mentally.

We can make multiplication easier by breaking numbers apart or using doubling.

$$25 \times 6 =$$

03.06.26

TBAT: use factors and doubling to solve multiplications mentally.

We can make multiplication easier by breaking numbers apart or using doubling.

$$17 \times 8 =$$

03.06.26

TBAT: use factors and doubling to solve multiplications mentally.

**Blue:  $35 \times 8 =$**

**Green:  $41 \times 8 =$**

**Challenge: Double your final  
answer**

## Independent-

solve using doubling.

1.  $32 \times 6 =$

2.  $35 \times 8 =$

3.  $23 \times 4 =$

4.  $47 \times 6 =$

5.  $17 \times 8 =$

6.  $45 \times 4 =$

**RP-**A child says: " $24 \times 4 = 48$  because I doubled 24." Do you agree?

### Challenge

$$64 \times 2 \times 10 = 1260.$$

This statement is false.

Explain the mistake and write the correct answer.

### Mastery Challenge

Solve and use  $<$   $>$  or  $=$

$56 \times 4$		$112 \times 2$
$32 \times 8$		$32 \times 2 \times 2 \times 2 \times 2$
$55 \times 2 \times 10$		$85 \times 8$

### Greater depth mastery

True or false?

$$7 \times 6 = 7 \times 3 \times 2$$

$$7 \times 6 = 7 \times 3 + 3$$

Explain your reasoning.

Can you write the number 30 as the product of 3 numbers?

Can you do it in different ways?

Wednesday 3rd June 2026

TBAT: convert notes to full sentences using expanded noun phrases.

3 in 3

**1. Identify the expanded noun phrase in this sentence.**

Occasionally, individual Mesopotamian Blues are born with eyes of a deepamber colour.

**2. Underline the correct use of plural possession.**

The ***cats' paws***/***the cat's paws*** padded silently across the roofs as Varjakwatched from the shadows.

**3. Insert the correct co-ordinating conjunction in the sentence below (or/but).**

Varjak felt frightened ..... he padded forward bravely into the shadows

Wednesday 3rd June 2026

TBAT: convert notes to full sentences using expanded noun phrases.

**Blue** – When do you use a comma in a sentence?

**Green** – How are apostrophes used?

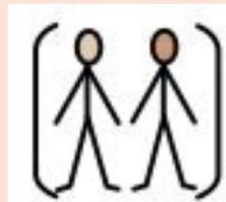
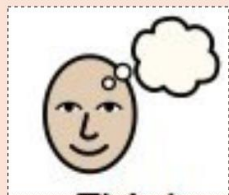
**Challenge** – What punctuation might you need in an expanded noun phrase?

# THINK-PAIR-SHARE

Take one of the adjectives from your notes yesterday on **appearance**.

*For example: graceful*

What could you add to this to paint a more detailed picture of Varjak?



# I Do

## Notes to expanded noun phrases



- Varjak is **stealthy** when he moves
- THINK - What does the word '**stealthy**' tell us about his character?
- PAIR
- SHARE





# I Do

An expanded noun phrase needs a determiner and more than one adjective. How can we make this more descriptive? Teacher to live model

- His **stealthy, quiet movements** allowed him to explore undetected.
- Note: His  padded  feet were silent.

# We Do

- Note: **EXAMPLE FROM YOUR CLASS**
- What other adjectives could we use from our word bank to further enhance this description?
- How could we add in some context for Varjak to add to this description?

# You Do

Choose **one** bullet point note from each of the following:

- appearance
- movement
- body parts/facial features

Write a more detailed description of Varjak in each sentence by using expanded noun phrases.

***CHALLENGE!*** Add in detail to show how your description links to the story setting.

## **Success Criteria**

- Include an expanded noun phrase
- Use a comma (s) to divide the adjectives when there is more than one

# PAIRED TALK



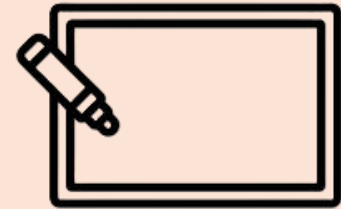
**Blue partner** - read aloud your first sentence to your partner.

**Green partner** - share one thing they have done well. Is there something they could do to make it even better?

**Swap roles**

## **Success Criteria**

- Include an expanded noun phrase
- Use a comma (s) to divide the adjectives when there is more than one



## Knowledge Check

**Which sentence uses the *most effective noun phrase* to show Varjak's fear?**

- A. *Varjak looked at the cats.*
- B. *Varjak pulled in his paws.*
- C. *Varjak pulled in his paws.*
- D. *Varjak pulled in his small, trembling paws pressed flat against the floor.*

Wednesday 3rd June 2026

TBAT: describe different ways people may express beliefs in ways other than words.

## Keywords

<b>symbol</b>	an object or picture that represents something else
<b>non-verbal</b>	saying things without speech
<b>express</b>	to make thoughts or feelings known by saying or doing

**Blue:** What is a symbol?

**Green:** Why are symbols used?

**Challenge:** What does it mean to be non-verbal?

Can you express this?

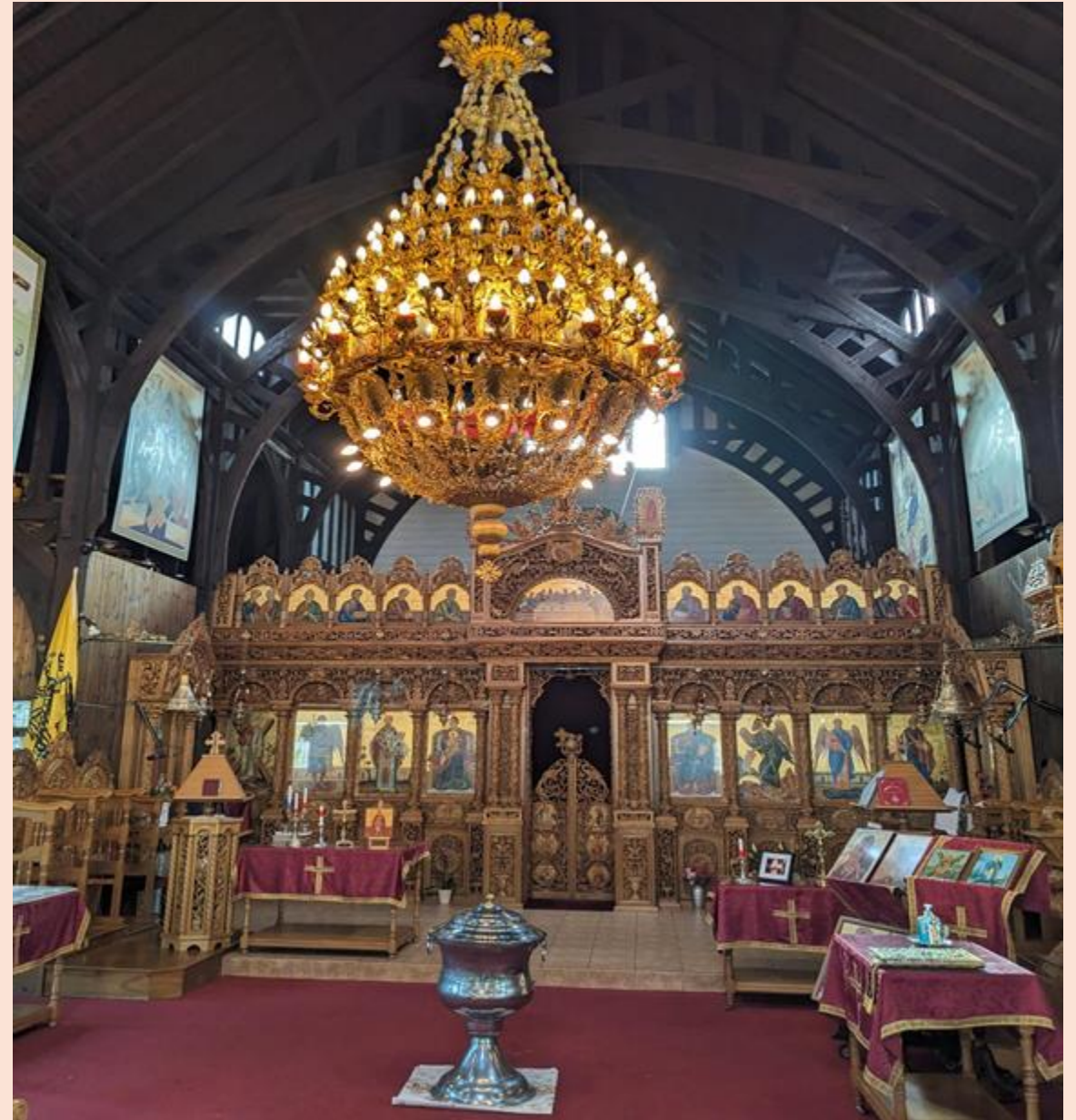


Explanation

This is Alexia and she has a Christian worldview. Here is her church.



Alexia

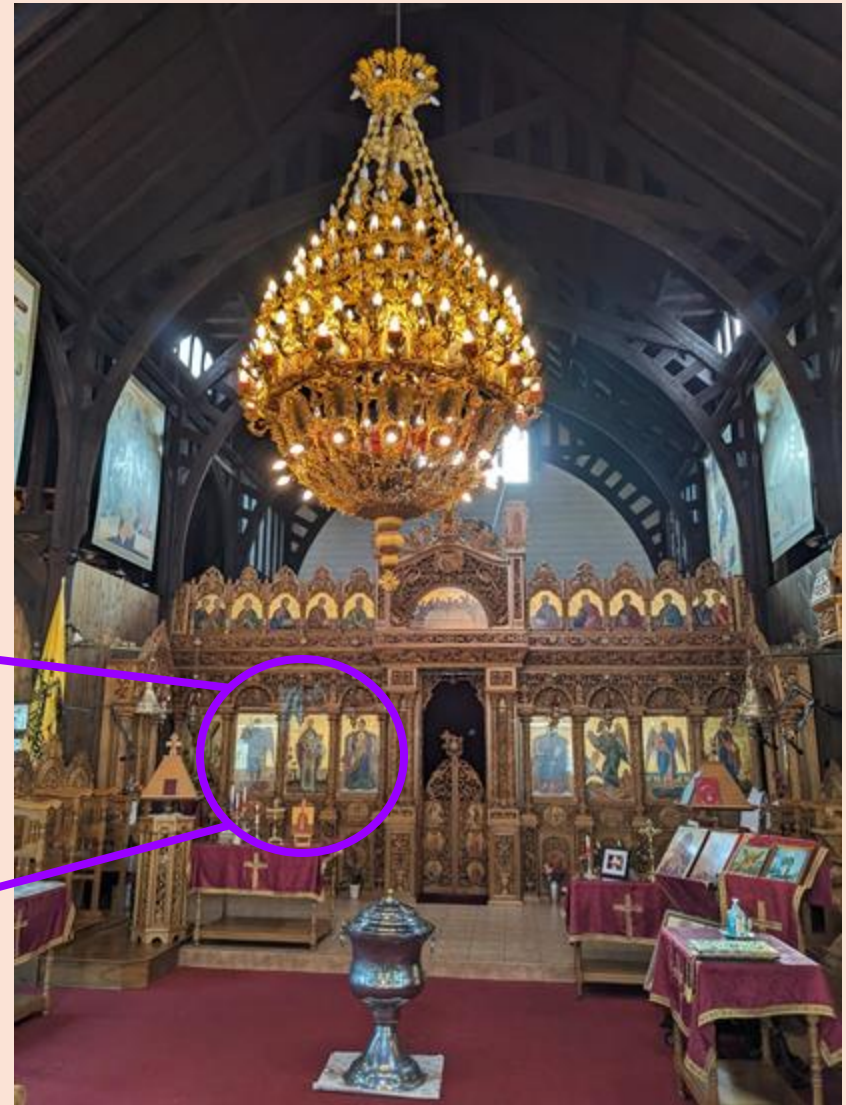


Can you express this?



Explanation

Alexia has been wondering why in her Greek Orthodox Church there are so many images of Jesus and special people?





People have used lots of different ways of communicating to **express** meaning. Often people use words, which is fine when people all share the same language. But sometimes there are feelings or ideas that are hard to **express** fully in words.

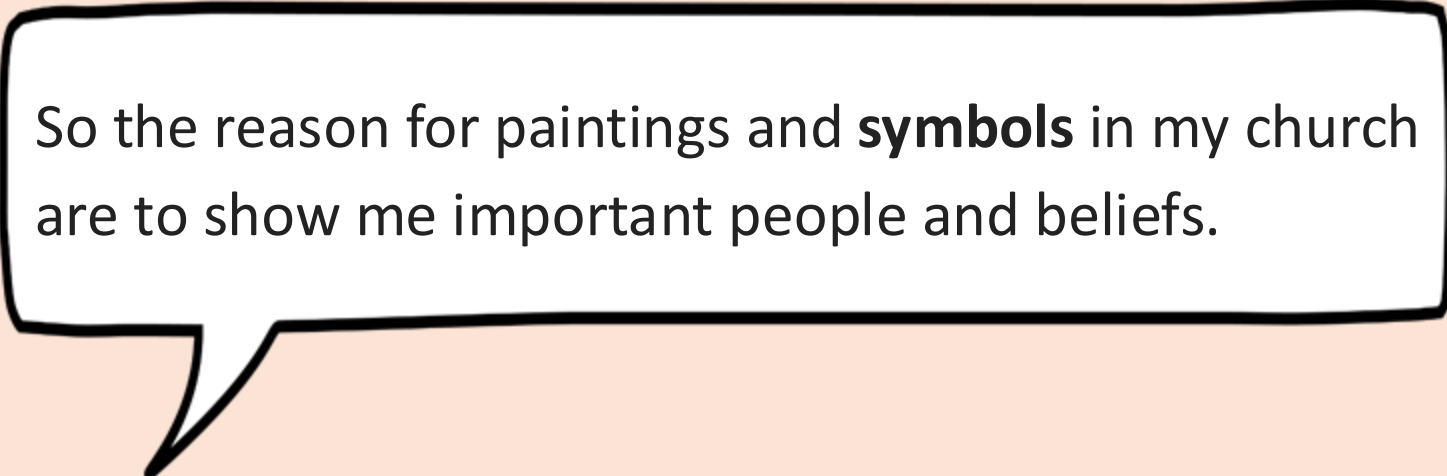
In Alexia's church, she is finding images that **express** important meanings to Christians.

People have used other ways to **express** deep thoughts and feelings in **non-verbal** ways.

These include **symbols**, patterns, poetry and art.



Alexia



So the reason for paintings and **symbols** in my church are to show me important people and beliefs.

A large, white speech bubble with a black outline and a tail pointing towards the woman's mouth. It contains the text: "So the reason for paintings and **symbols** in my church are to show me important people and beliefs."

Your face is very good at expressing feelings and thoughts.

Have a look at the images below. Can you identify the feeling that is being expressed?



happy



sad

Can you express this?



Explanation

Can you identify the feeling that is being expressed in this image?



worried

Can you identify the feeling that is being expressed in this image?



annoyed

We can **express** emotions in **non-verbal** ways.

## 4 minute task- partners

Here are three words:

- grumpy
- joy
- love

With a partner, take turns in using mime or drawing to help each other guess one of the words above. You cannot use any words, written or spoken, in this task.

You can use your body, hand signals or a pencil to draw your answer.



This is one of my favourite poems.



Alexia

Happy Thoughts

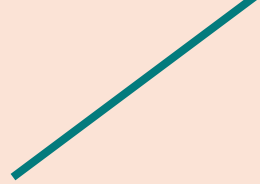
By Robert Louis Stevenson

The world is so full  
of a number of things,  
I'm sure we should all  
be as happy as kings.



The word 'poetry' comes from Ancient Greek.

**poetry**



'poiesis', meaning making

Poetry is a form of word art that uses creative and often rhythmic qualities of language.

When read or spoken aloud, it brings to life meanings.





Alexia

I love this poem because when it says:  
**'The world is so full  
of a number of things',**  
It reminds me of what a wonderful world it  
is, with so many colours and exciting things!





The Psalms are a book of poetry found in the Christian Bible and Jewish Tanakh.

Some were set to music and sung in the Jewish temple in Jerusalem thousands of years ago.

They try to **express** ideas and feelings bigger than just using ordinary words.

King David who, some believe, wrote the Psalms



Here are the first 4 lines from Psalm 121:

Title: The Lord Will Protect His People

I look to the hills! Where will I find help?

It will come from the Lord, who created heaven and earth.

The Lord is your protector, and he won't go to sleep or let you stumble.

The protector of Israel doesn't doze or ever get drowsy.



Task B: Either, write an acrostic poem to explain why religious people use poetry instead of prose or write it in sentences.

An acrostic poem starts each line of the poem with a letter from the main word.

P

O

E

M



**Silent reading**  
**5 minutes**

# Computing- MTC check

Wednesday 3rd June 2026

TBAT: use count-controlled loops.

## Keywords

**repeat**

happen multiple times

**command**

a single instruction that can be used in a program to control a computer

**count-controlled loop**

a chunk of code that runs a section of the program a certain number of times

**Blue** - What does "fd 100" mean in Logo?

**Green** - What is the benefit of using loops in programs?

**Challenge** - What does the command repeat 4 [fd 50 rt 90] do in Logo?

I need to finish my dinner if I want to have dessert.

I have five forkfuls left.

What do I need to do to complete this task?



- Which instructions will be **repeated**?
- How many times will they be **repeated**?

The first step could be: Put food on fork.

The second step could be: Put fork in mouth.

The next step could be: Eat food.

The steps **repeat** five times.

Put food on fork

Put fork in mouth

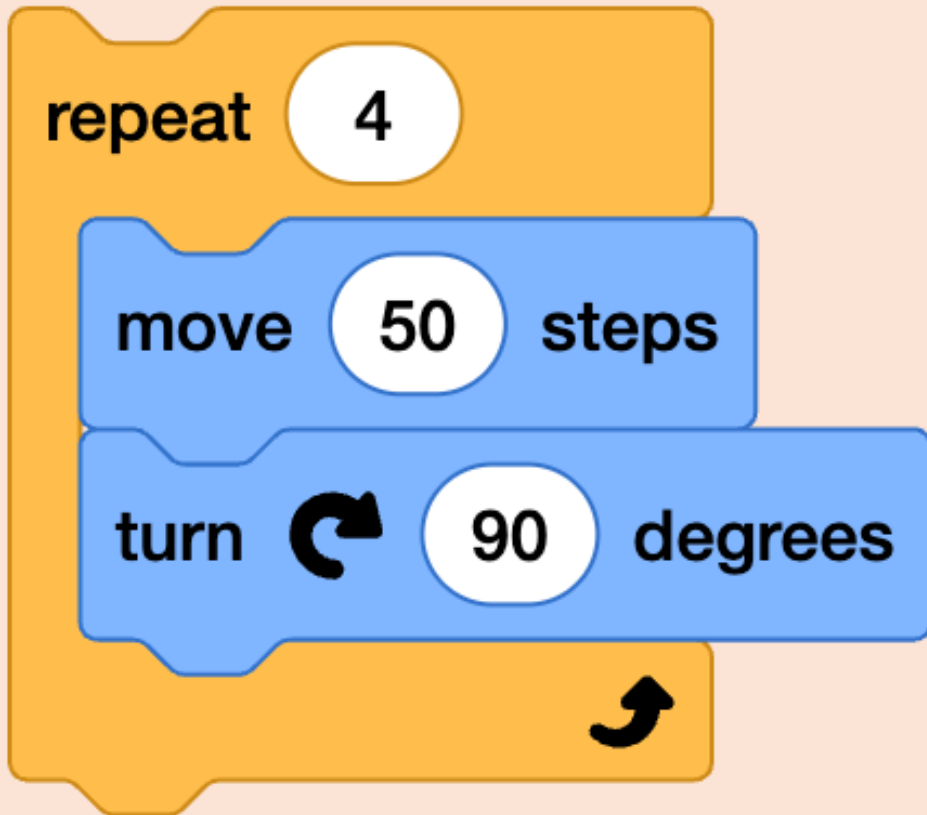
Eat food



**Repeat** five times

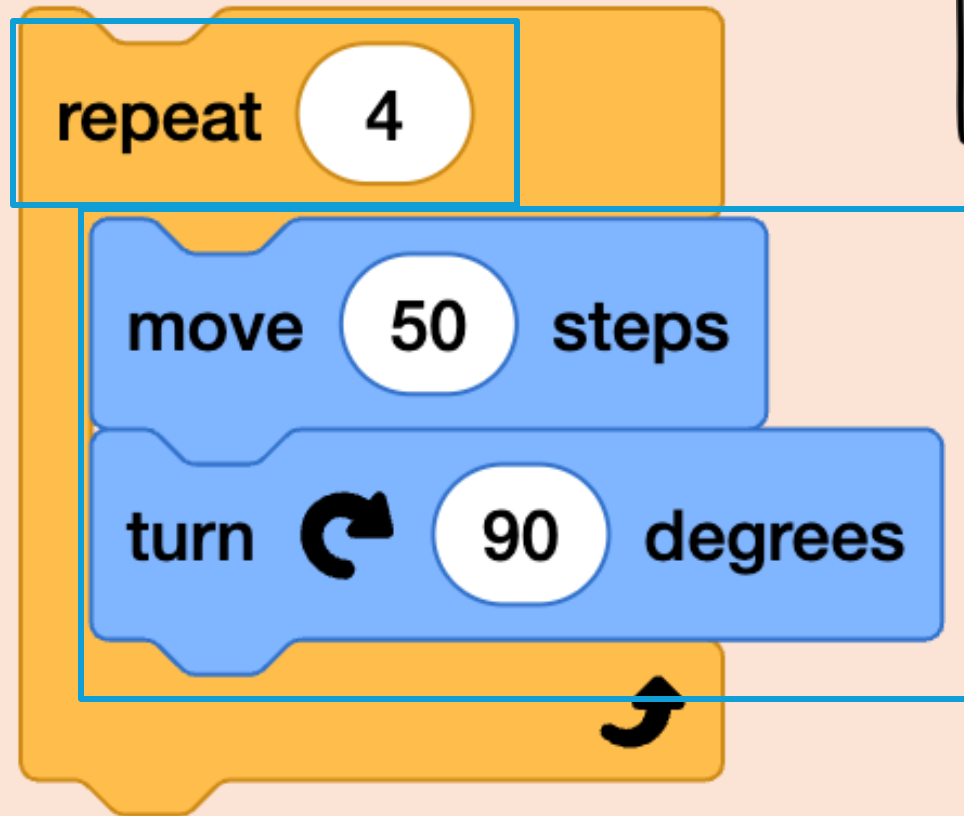


This sequence of code is from Scratch, a block-based program that can be used to create projects.



What might this code snippet do?

What might this code snippet do?



```
repeat (4)
  move 50 steps
  turn 90 degrees
```

The sprite will move 50 steps, then turn 90 degrees clockwise.



Aisha

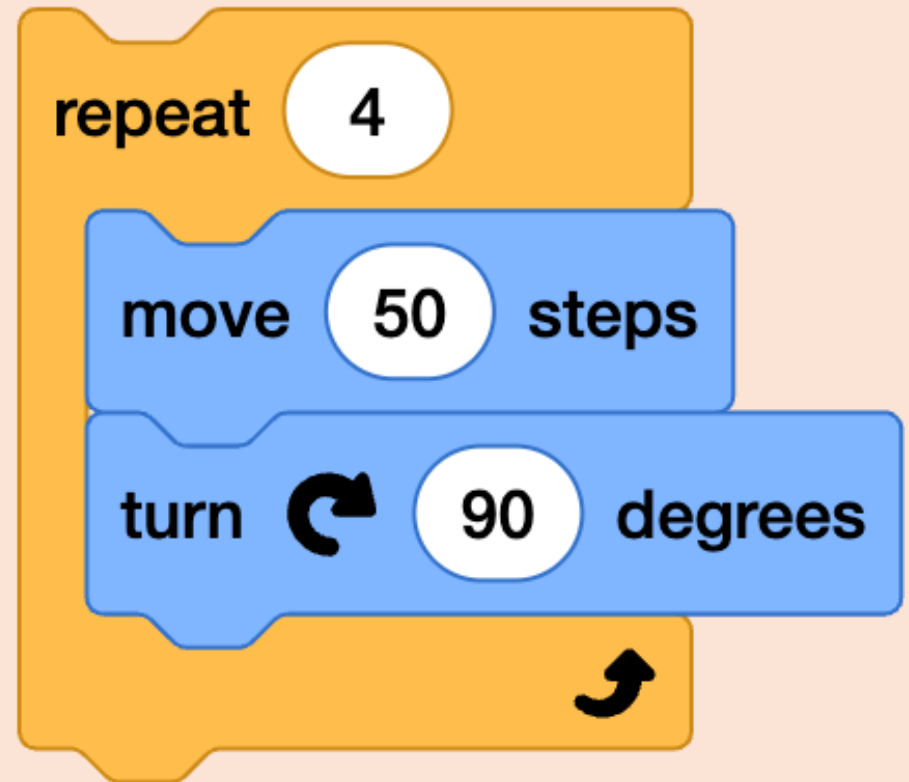


Lucas

These **commands** will **repeat** four times.

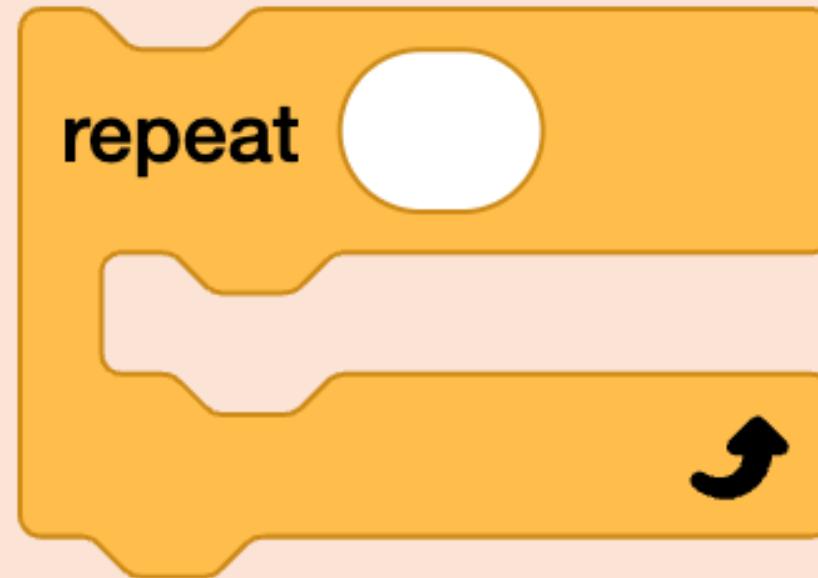
Imagine you place a pencil on some paper and follow these instructions. What shape will the sequence produce?

This code will produce a square.



When we have **commands** that we want to **repeat** a set number of times, we use a **count-controlled loop**.

This is how a **count-controlled loop** looks in Scratch.



Open the project 'Draw a triangle': [oak.link/triangle](https://oak.link/triangle)

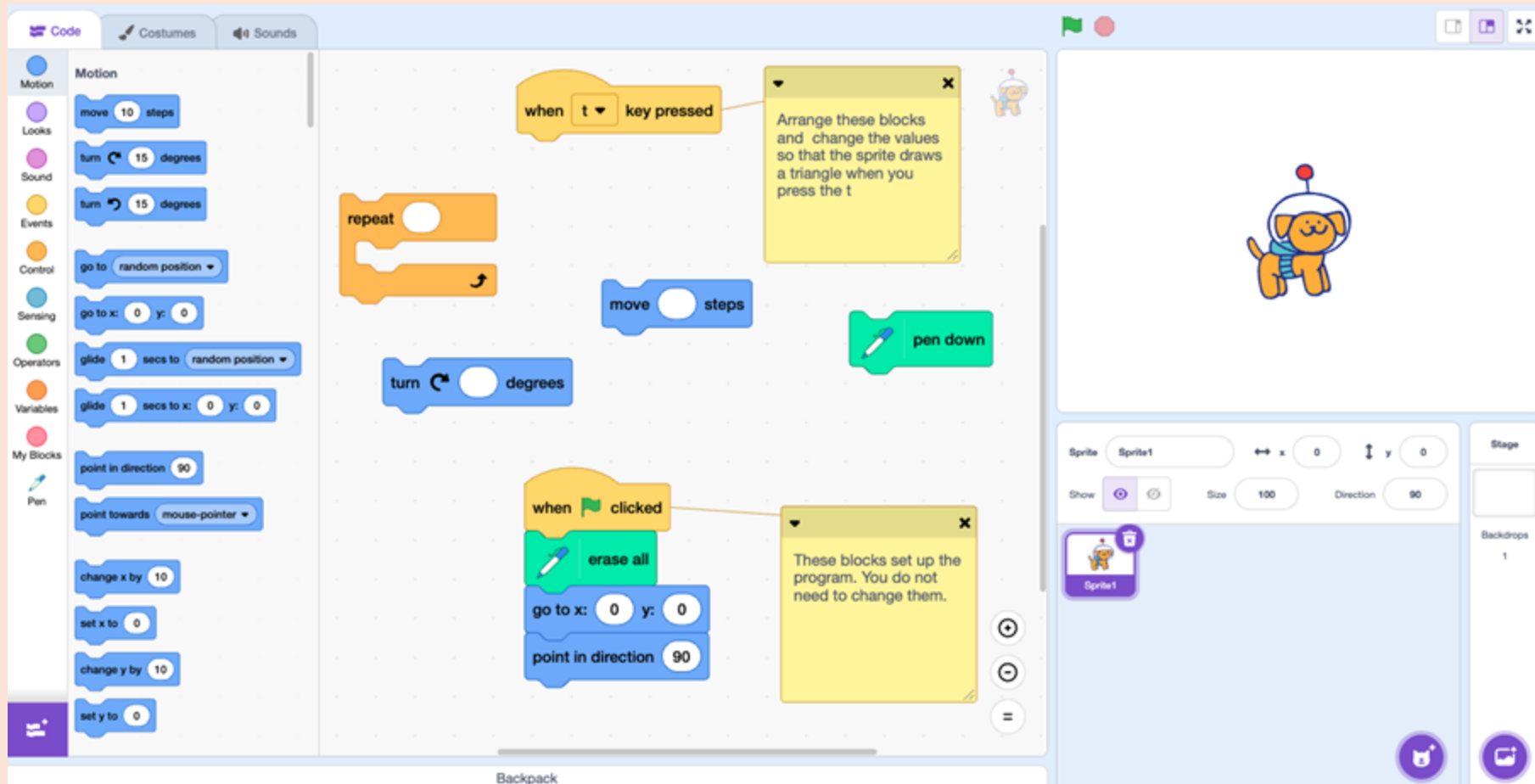
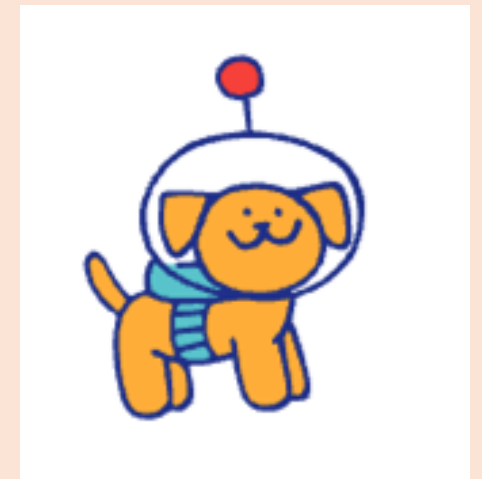
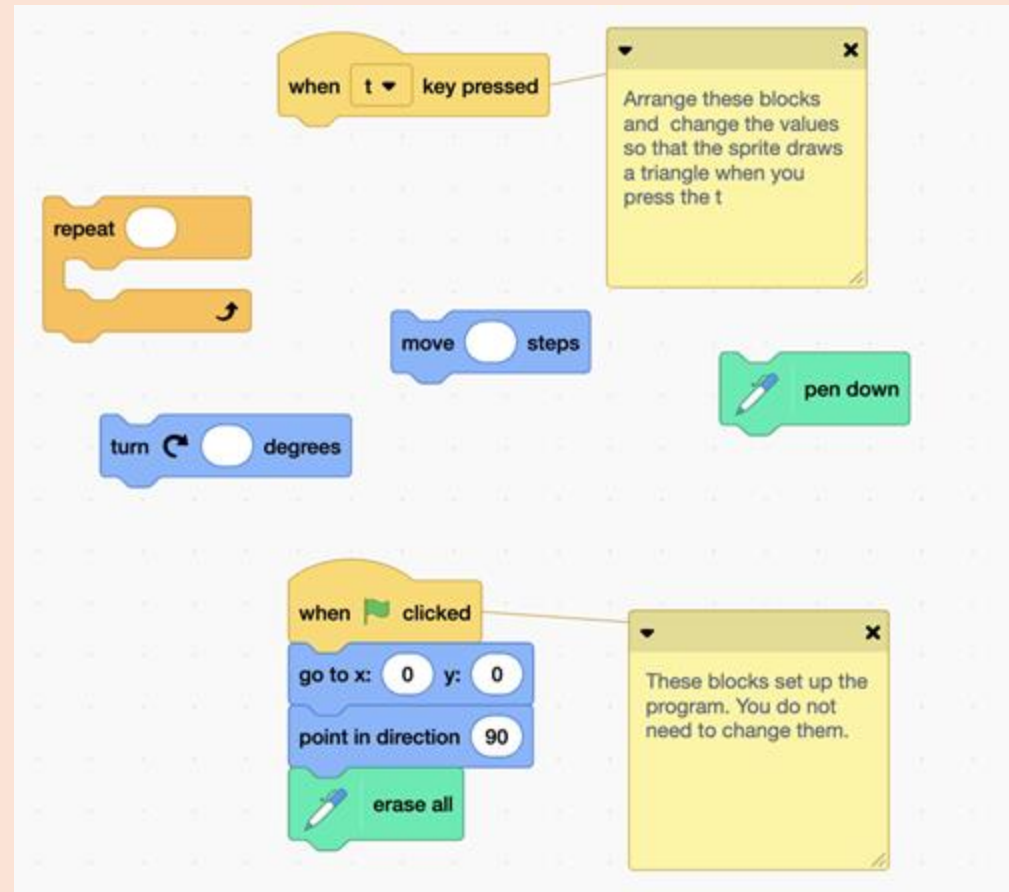
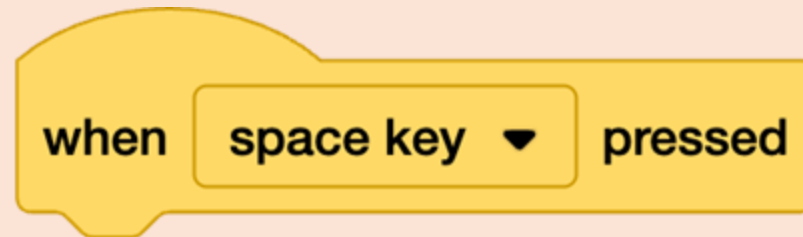


Image: Scratch is a project of the Scratch Foundation. It is available for free at <https://scratch.org>

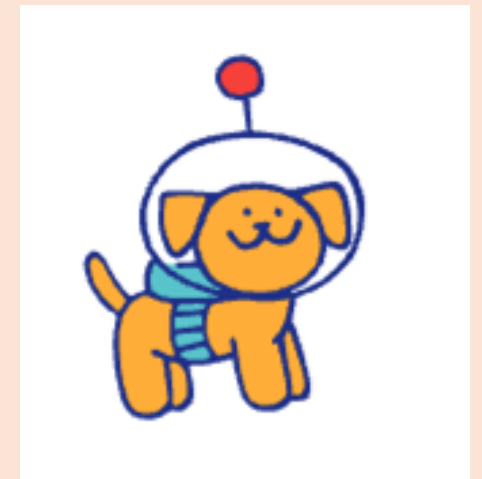
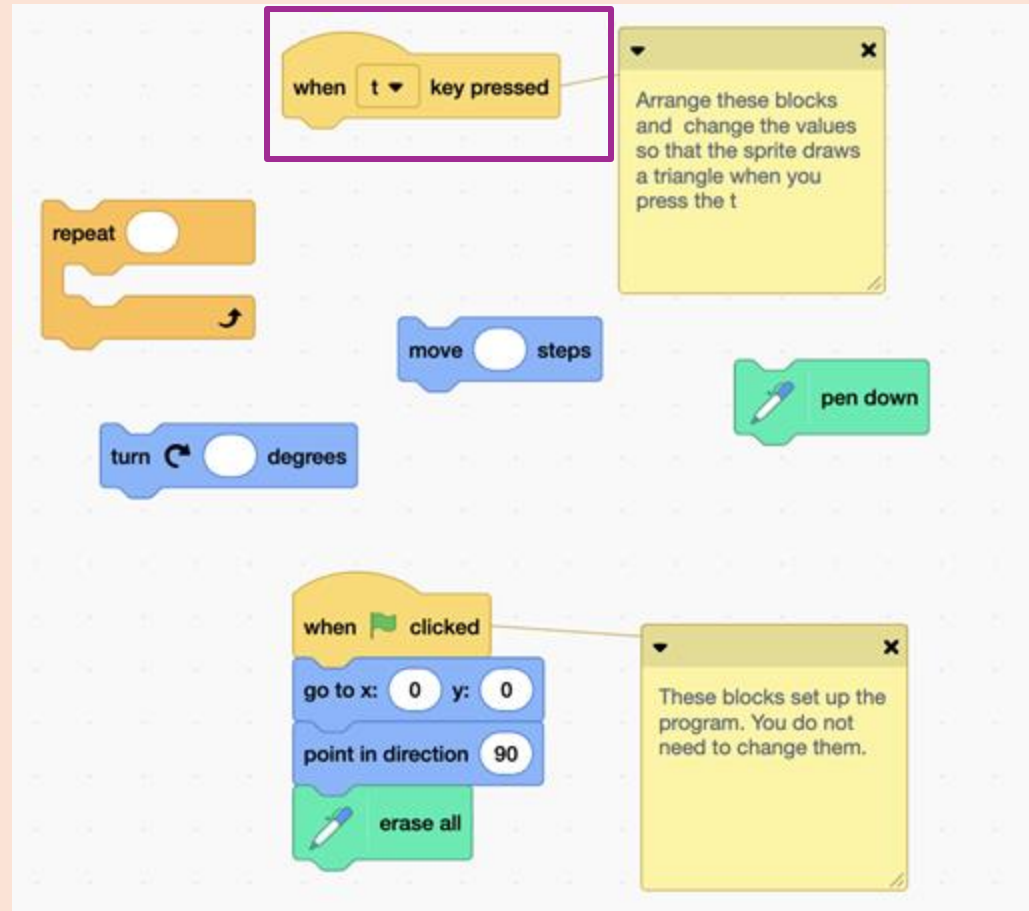
All the **commands** to create a triangle have already been added to this sprite.



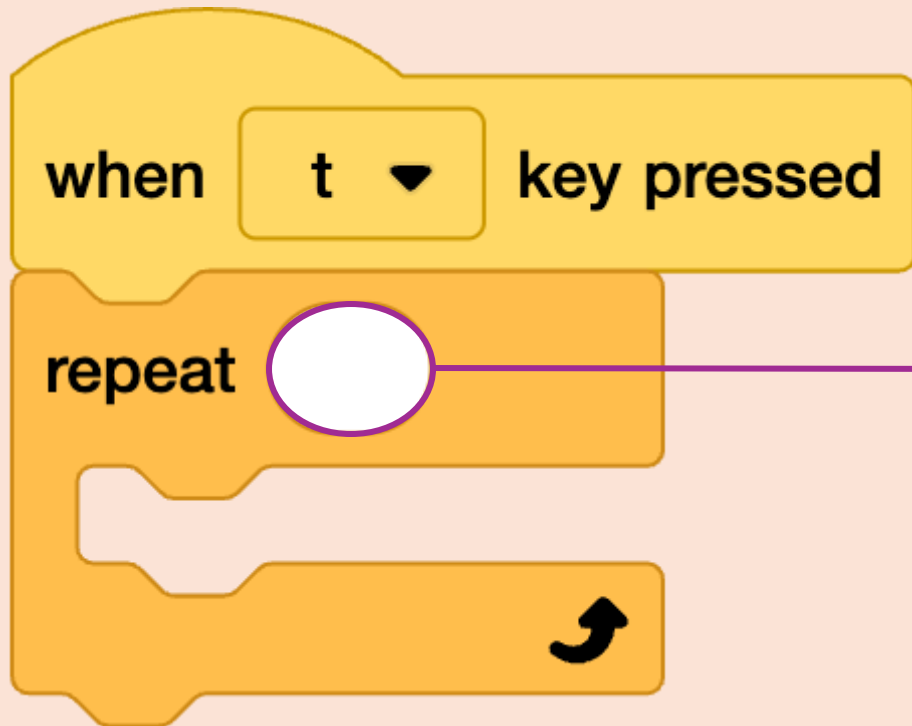
In Scratch, programs need an **event block** to trigger them to start.



In this project, the **when t key pressed** event block is used to start the program.



Connect the **repeat** block to the event block.

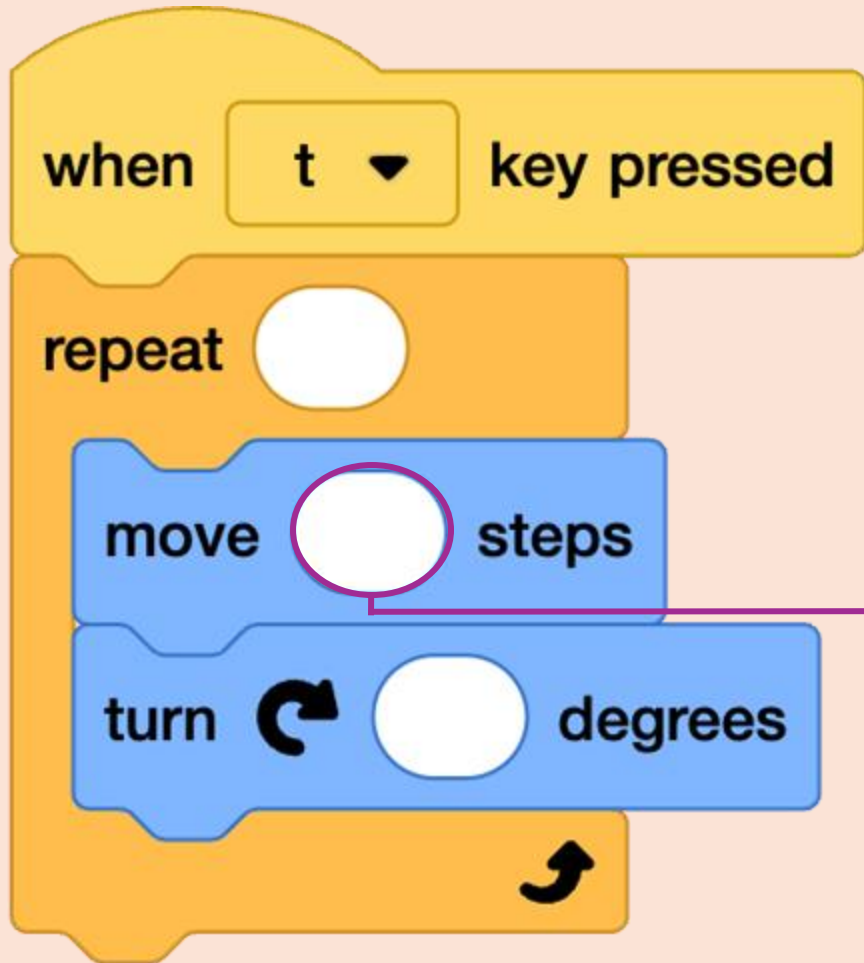


This value sets how many times the sequence repeats.



Aisha

Connect the motion blocks inside the **repeat** block.



This value sets how long the side of the shape is.



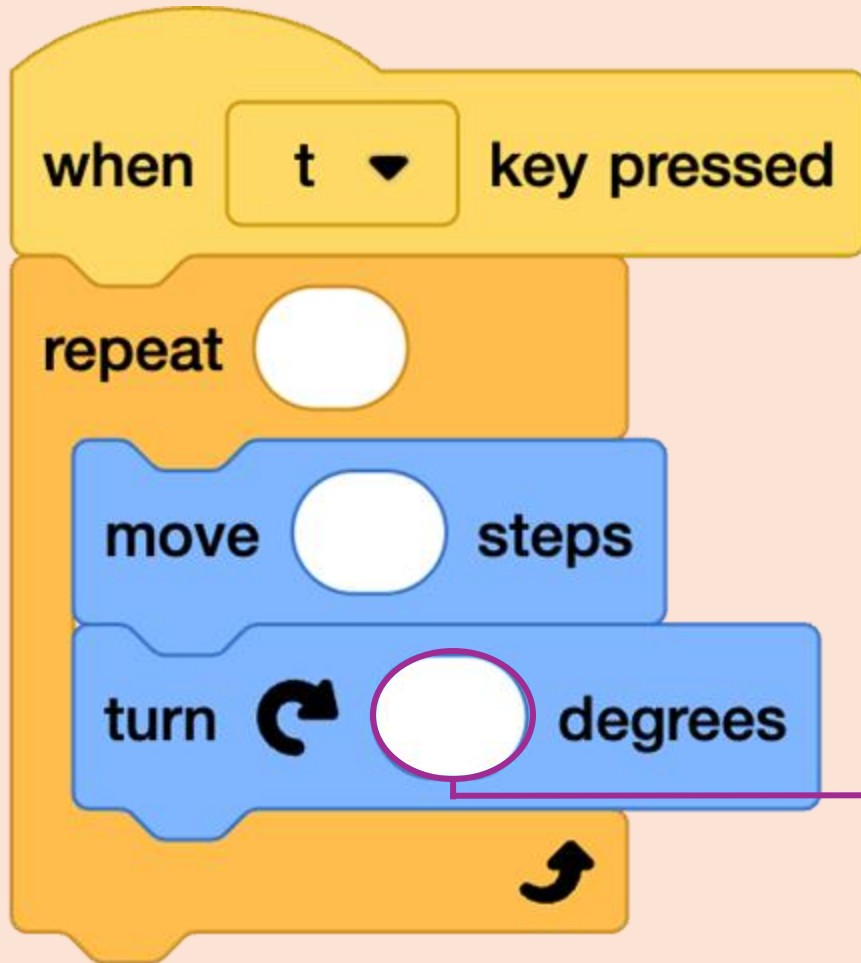
Lucas



Aisha

If your shape is too small, make this value bigger.

Connect the motion blocks inside the **repeat** block.

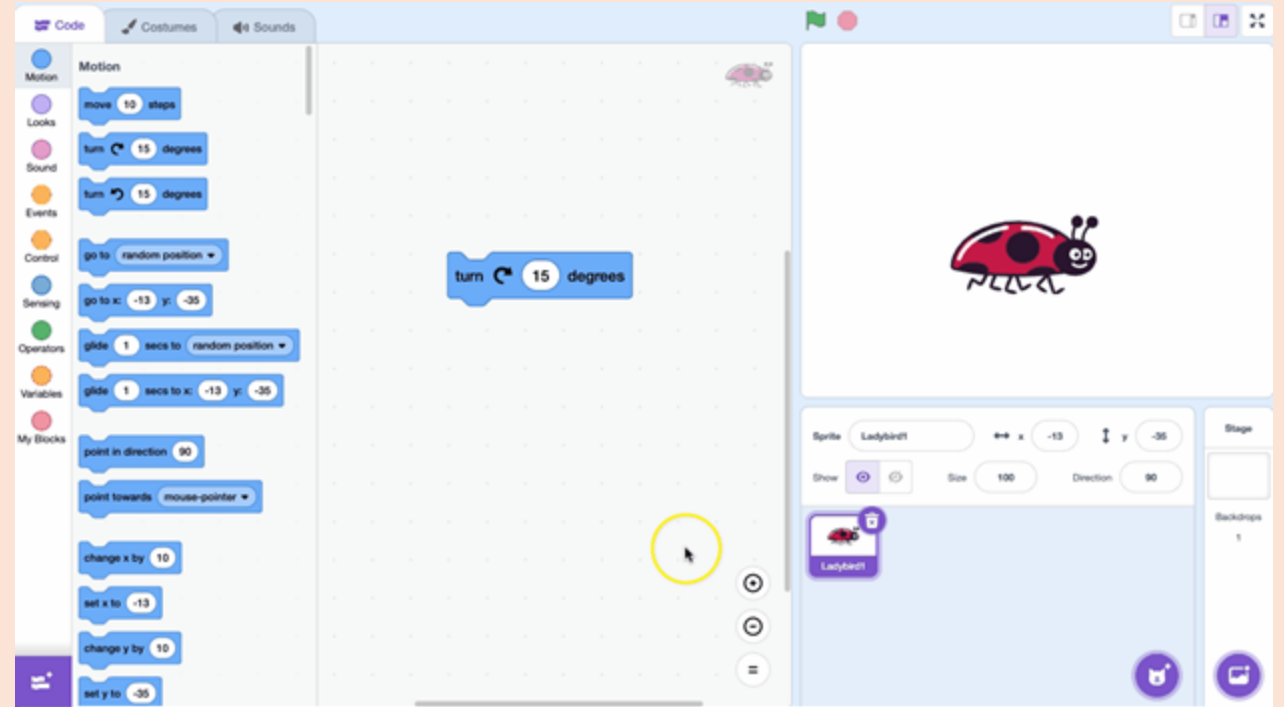
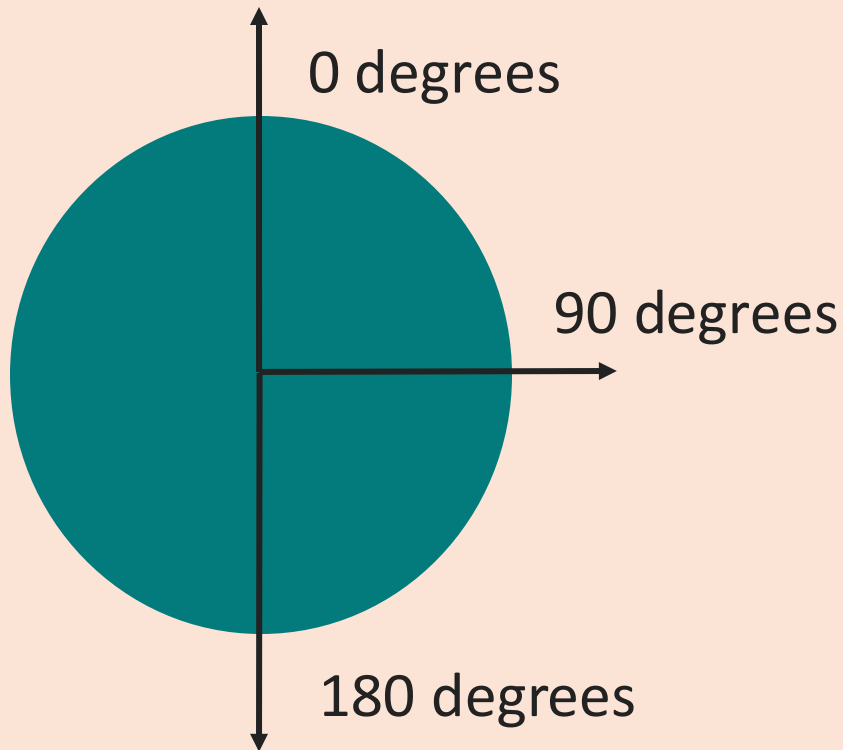


This value sets how far the sprite turns.

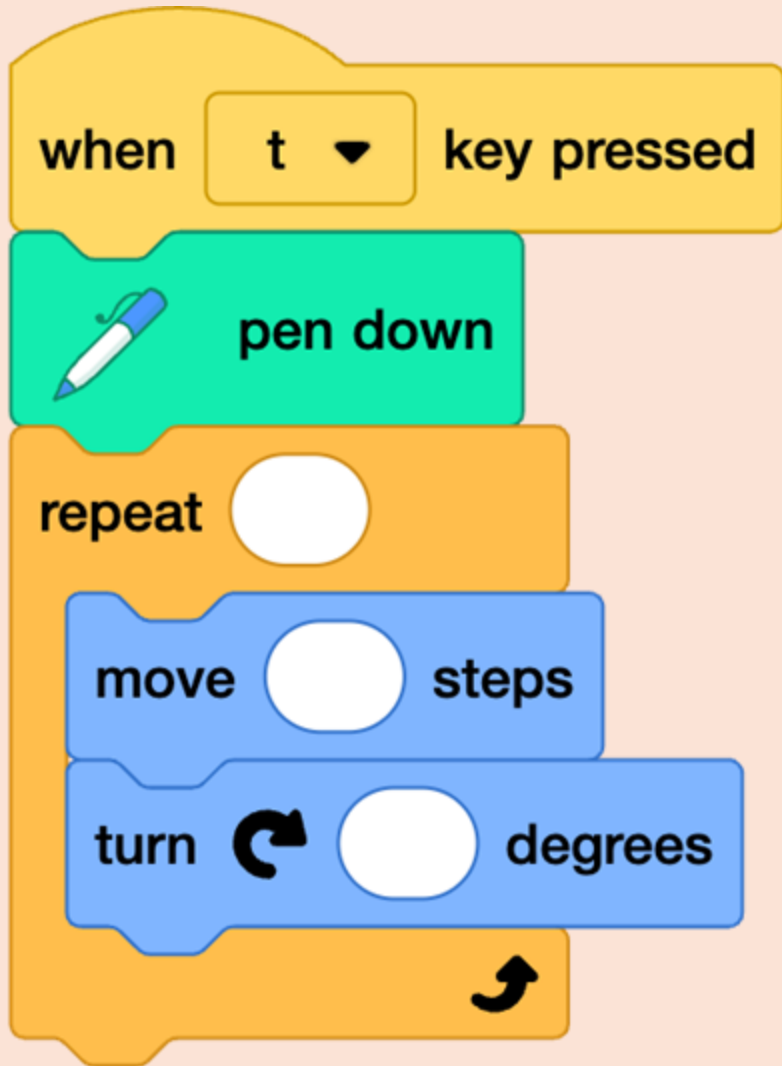


Alex

The turn block in Scratch uses degrees to set how far the sprite turns.



All sprites start pointing 90 degrees, which is facing right.



To get the sprite to draw the shape when it moves, add the pen down block above the **repeat** loop.

- 1) Open the project 'Create a triangle':  
[oak.link/triangle](https://oak.link/triangle)

Rearrange the coding blocks to program a triangle.

Add the values in the blocks so that the program works.

Work out the turn angle — it is 360 divided by 3.

Press the T key to check that your triangle code works.

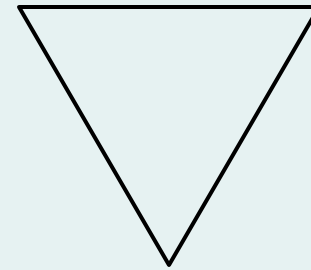
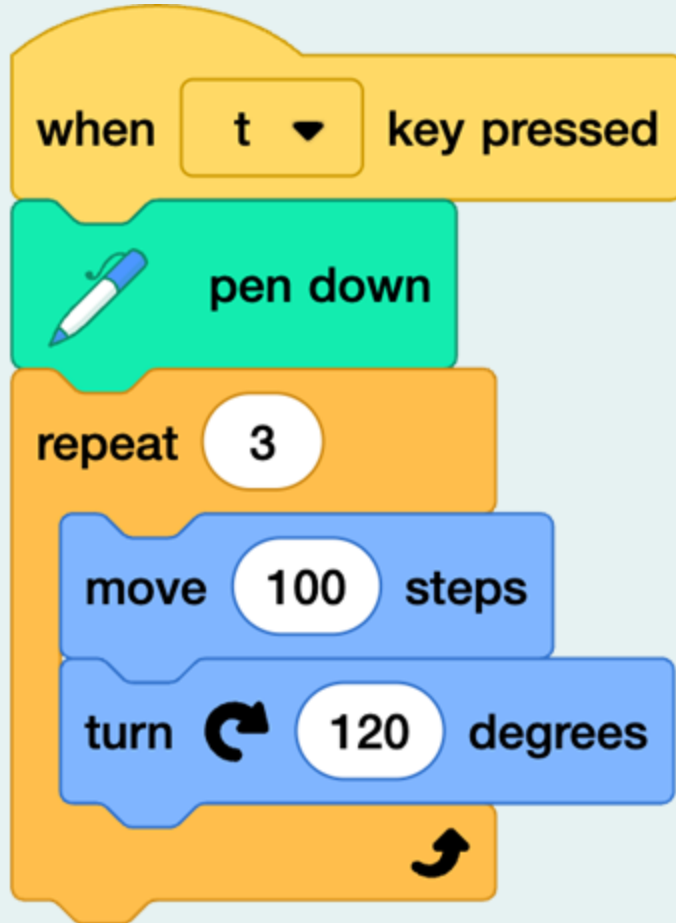
## Task B

Modify code to draw a shape




Feedback

1) Code to draw a triangle:



Triangle

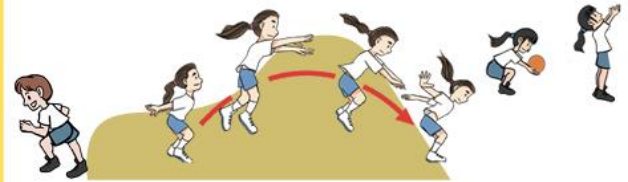
# Athletics- Lesson 2



### Knowledge Organiser Athletics Year 4

#### About this Unit

In this unit you will be set challenges for distance and time that involve using different styles of running, jumping and throwing. You will try to achieve your greatest possible speed, distance or accuracy and learn how to persevere to achieve your personal best. You will learn how to improve by identifying areas of strength as well as areas to develop. You will also be given opportunities to lead when officiating as well as observe and provide feedback to others.




#### Official Athletic Events

Running	Jumping	Throwing
Sprinting 100m, 200m, 400m	Long Jump	Discus
Hurdles	Triple Jump	Fling throw
Relay	High Jump	Shot
Middle Distance 800m, 1500m	Pole Vault	Push throw
Long Distance 5,000, 10,000		Hammer
Steeplechase		Fling throw
		Javelin
		Pull throw

Have you seen any of these events before?

#### Key Vocabulary

**accuracy:** how close the object is to the given target  
**distance:** how far or how high  
**heave:** throwing with power from low to high  
**launch:** the point where an object is let go  
**measure:** to mark a distance  
**official:** referees who judge events  
**officiate:** to be in charge of the rules  
**pace:** how fast you are running  
**power:** speed and strength combined  
**record:** to make note of  
**speed:** how fast you are travelling  
**stamina:** the ability to move for sustained periods of time  
**stride:** the length of the step  
**technique:** the action used correctly  
**transfer of weight:** movement of body weight from one place to another



#### Ladder Knowledge

Running:	Jumping:	Throwing:
Pace yourself when running further or for a long period of time. A high knee drive, pumping your arms and running on the balls of your feet will give you power to run faster.	Transferring weight will help you to jump further. Swing your arms forwards and push your hips forward to help you to transfer weight.	Transferring weight will help you to throw further. Move the weight from your back leg to your front leg to help you to throw further.

#### Movement Skills

- pace
- sprint
- jump for distance
- throw for distance

This unit will also help you to develop other important skills.

- Social** collaboration, leadership
- Emotional** perseverance, determination, honesty
- Thinking** reflection, observing and providing feedback, exploring ideas, comprehension

#### Rules

##### JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

##### THROWING EVENTS

- Throws are measured from the throw line to where the object first lands.

#### Healthy Participation

In throwing activities ensure you:

- wait for instruction and check the area is clear before throwing.
- there is adequate space between throwers.

If you enjoy this unit why not see if there is an athletics club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

#### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

##### It's all About the Pace

What you need: socks and a stopwatch or clock

How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 50 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

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Wednesday 3rd June 2026

TBAT: develop power and speed in the sprinting technique.

## Success Criteria

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- Elbows bent at 90 degrees.
- Run with fluency and coordination alternating your arms and legs.
- Sprint on the balls of your feet moving your hands from pocket to mouth.

## Whole Child Objectives

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**Social:** To help organise my team and encourage them to achieve their best.


**Emotional:** To work to my personal best.

**Thinking:** To provide feedback on my partner's sprinting technique to help them improve.

Wednesday 3rd June 2026

TBAT: develop power and speed in the sprinting technique.



# Sprinting



00:03

## Key Points

- Use big strides.
- Run on your toes with a high knee lift.
- Opposite arm to leg. Arms move pocket to mouth.



[Get Set 4 PE - Resource File for Sprinting](#)

Wednesday 3rd June 2026

TBAT: develop power and speed in the sprinting technique.

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.