

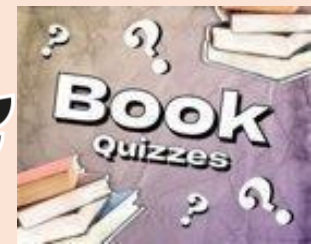
Tuesday 23rd June 2026

23.06.26

Morning Challenge

Good
Morning

TIMES
TABLES
ROCK
STARS



Answer in your Morning Challenge books:

1)

$$9 \overline{) 315}$$

2)

$$3 \overline{) 750}$$

3)

$$1 \overline{) 424}$$

4)

$$7 \overline{) 651}$$

5)

$$8 \overline{) 376}$$

6)

$$4 \overline{) 900}$$

7)

$$8 \overline{) 792}$$

8)

$$2 \overline{) 974}$$

Tuesday 23rd June 2026

Close reading

Chapter Fourteen

Down in the darkness, Varjak dreamed.

He was walking by the river in Mesopotamia.



104

Date palms swayed in the warm breeze. The night air smelled of cinnamon. Jalal walked beside him.

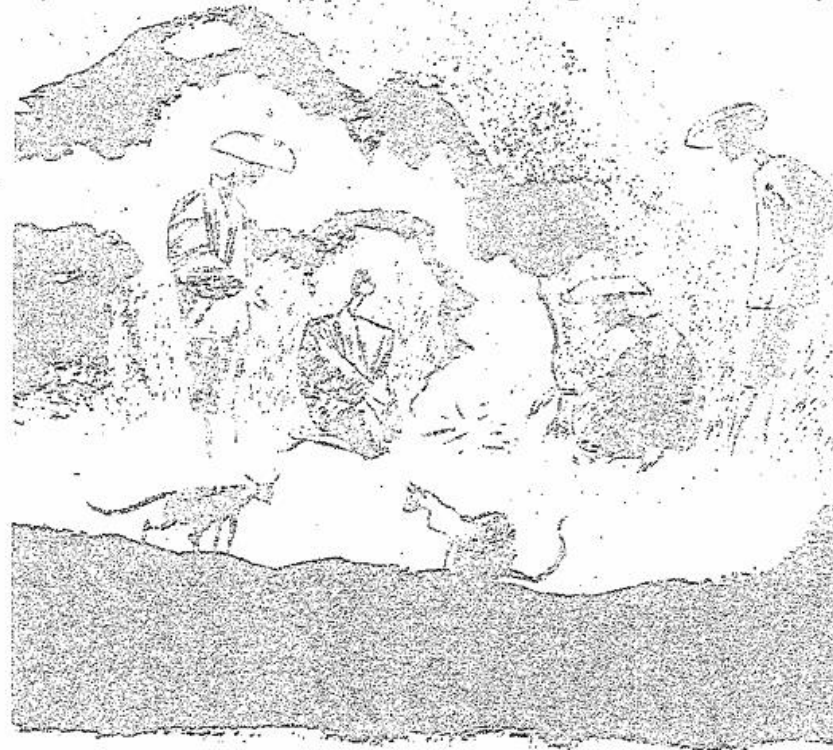
'Jalal! I thought I'd never see you again—'

'Why cinnamon?' said Jalal, as if he hadn't heard.

'Cinnamon?'

'Perhaps you have noticed the smell, all around us? Now follow me and be silent.'

Jalal led him down the river bank towards a group of men. They were sitting around a camp fire, cooking food in a sizzling pan. The most wonderful smell in the world came out of that pan. It was toasty



105

What words are always used during a dream section?

How else can you recognise that Varjak is in a dream?

warm and cinnamony, and it drove Varjak wild. His nostrils twitched. His mouth drooled. He was starving.

A couple of fat, sluggish cats circled the fire. One of the men tossed them something from the pan. Varjak beamed at Jalal. Obviously they were going to join them. He was going to get some of that delicious-smelling food.

Jalal shook his head. 'Those are not true cats. They have forgotten how to hunt. They are scavengers, trapped here by their own greed. They have become slaves to the people. They might as well be dead already.'

Varjak blushed with shame, remembering that scrap of rancid meat he'd wanted so badly in the city. 'But what if you're hungry and there's nothing else?' he said.

Jalal's eyes blazed amber like the rising sun. 'A cat is an idea of freedom made flesh,' he said fiercely. 'It cannot be tied down. To be truly alive it must be free, and a free cat hunts. It never scavenges or depends on the kindness of people. It depends only on itself.'

Varjak looked down at the ground. He wished it would swallow him up. 'I've failed, Jalal. I've failed you. I've failed everyone.'

'It is no failure to make a mistake, my son. What matters is whether you can learn from it.'

What made Varjak think he was going to get some food?


How have the cats become '*slaves to the people*'?

Why does Varjak want the ground to swallow him up?

Why has the author used the word 'failed' in different sentences?


23.06.26

Times tables



	Start	81	14	62	37	44	70
19	13	27	54	99	26	7	62
55	68	96	23	18	76	44	65
27	18	45	90	36	19	76	12
54	11	57	33	24	74	16	28
72	26	63	81	99	72	81	77
63	9	18	26	5	34	36	19
53	78	43	10	38	45	18	66
83	30	3	34	22	63	79	8

Finish



23.06.26

TBAT: revise misconceptions for reasoning style questions.

You will need your
Paper 2 Reasoning
and a whiteboard
and pen.

1.

Reasoning paper 2

There are 30 children in each class.

The tally chart shows the number of children in each class who have a school dinner.

Class	Tally	Total
Class 1		10
Class 2		22
Class 3		8
Class 4		17

a) Complete the tally for Class 3.

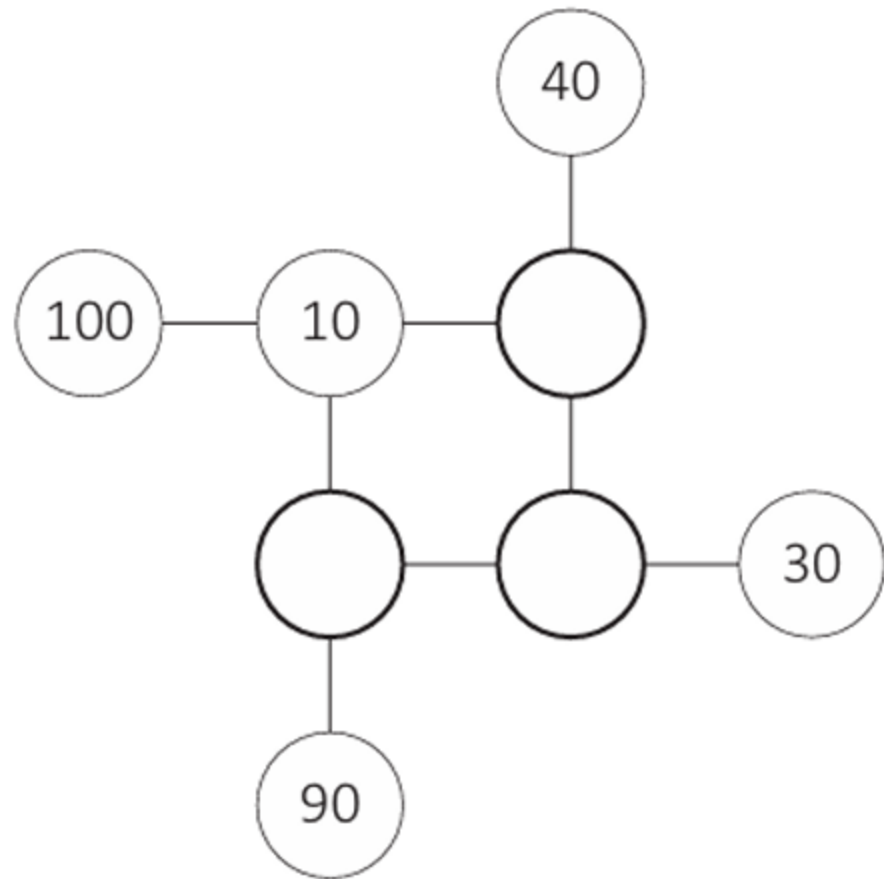
1 mark

b) How many children **do not** have a school dinner in Class 4?

1 mark

2.

Complete this puzzle so that each line adds up to 120.



2 marks

3.

Circle two fractions that are equivalent to 0.6

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

$$\frac{60}{100}$$

$$\frac{1}{60}$$

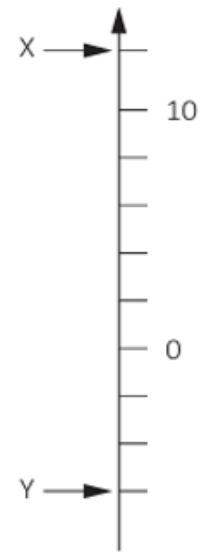
$$\frac{6}{10}$$

$$\frac{6}{600}$$

1 mark

4.

Here is part of a number line.



a) What is the value of X?

X =

1 mark

b) What is the value of Y?

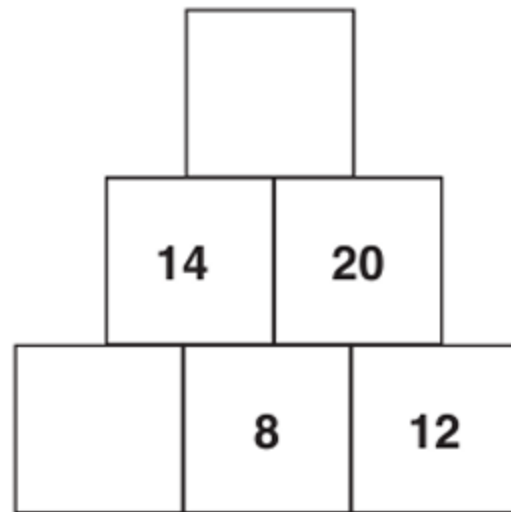
Y =

1 mark

5.

The number 20 has been calculated by adding the two numbers below it.

Use this rule to find the two missing numbers.



1 mark

6.

Eva is thinking of a number between 50 and 60.

Tick the only Roman numeral that could represent this number.

XX	<input type="checkbox"/>
----	--------------------------

VI	<input type="checkbox"/>
----	--------------------------

LII	<input type="checkbox"/>
-----	--------------------------

C	<input type="checkbox"/>
---	--------------------------

7.

A pack of paper has 150 sheets.

4 children take 14 sheets each.

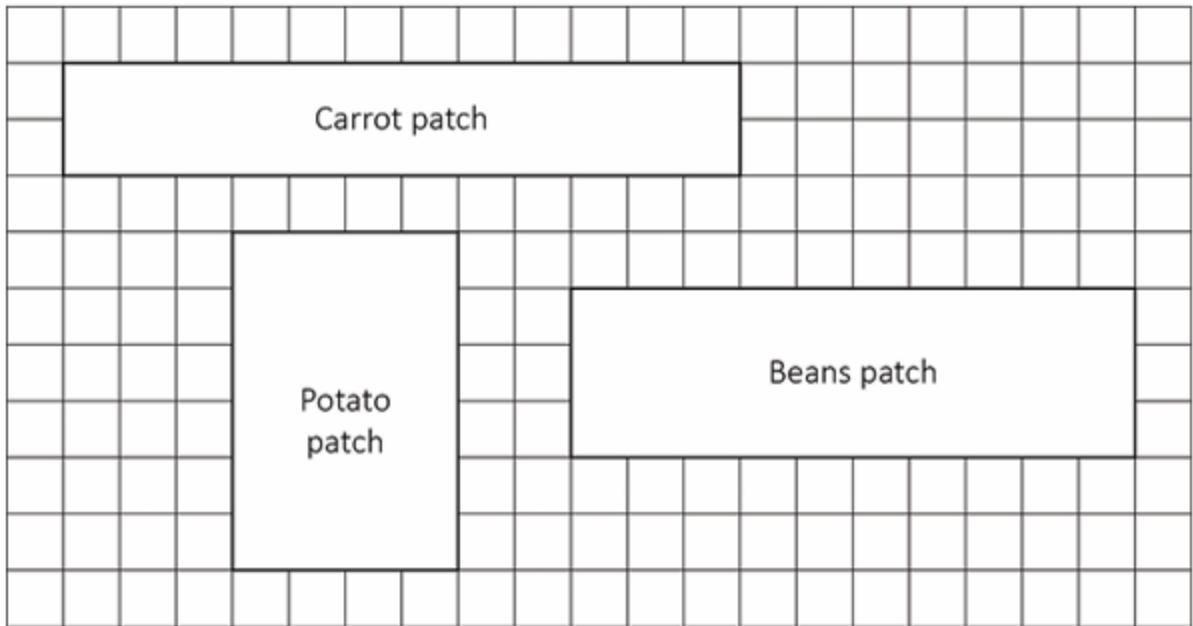
a) How many sheets of paper have been taken?

sheets

1 mark

8.

Farmer Ant has 3 vegetable patches.



= 1m²

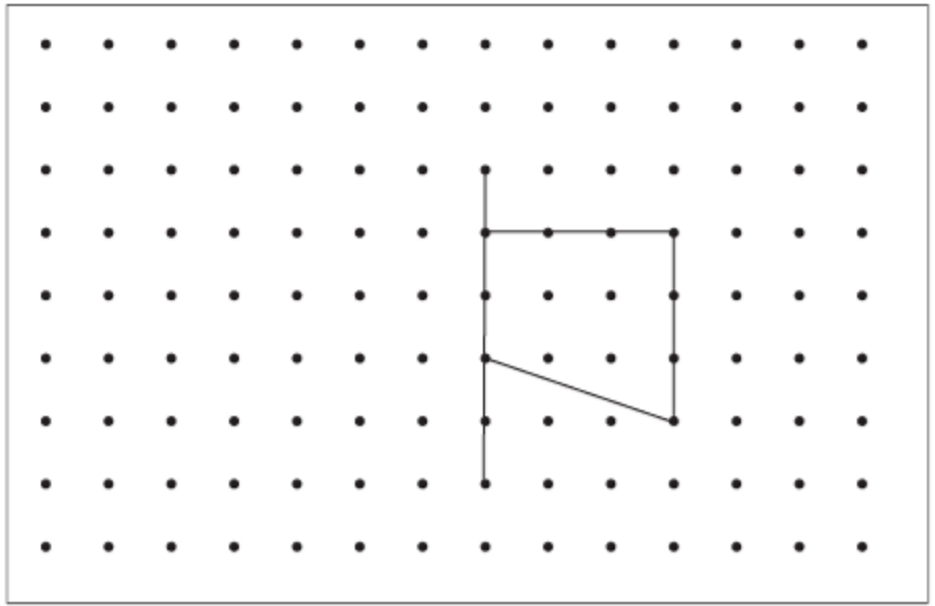
a) Find the area of the carrot patch.

m²

1 mark

9.

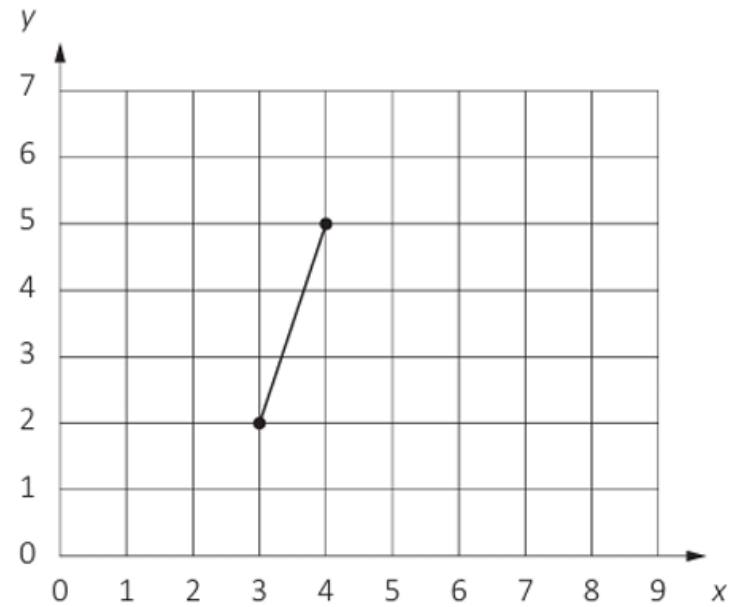
Complete the shape by reflecting it in the mirror line. Use a ruler.



1 mark

10.

Here is one side of a quadrilateral drawn on a coordinate grid.



The quadrilateral has four vertices.

- a) Plot the two missing vertices at $(7,5)$ and $(8,2)$ on the grid.

1 mark

- b) Use a ruler to join the vertices.
Name the quadrilateral.

1 mark

11.

Draw a line to match each decimal number to the nearest whole number.

One has been done for you.

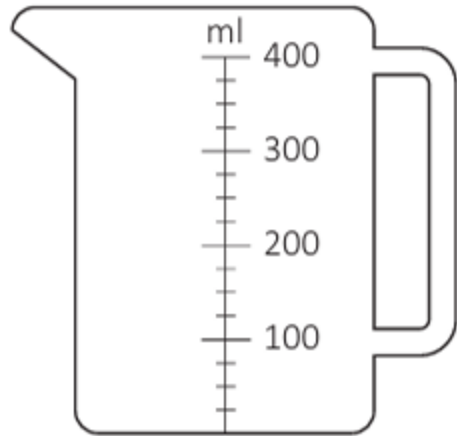
3.1	1
1.5	2
4.8	3
6.2	4
	5
	6
	7
	8

12.

Katie is making a fruit juice punch.

She pours 125ml of apple juice into a jug.

a) Draw a line on the jug to show the level of apple juice.



1 mark

b) She then pours in some orange juice.

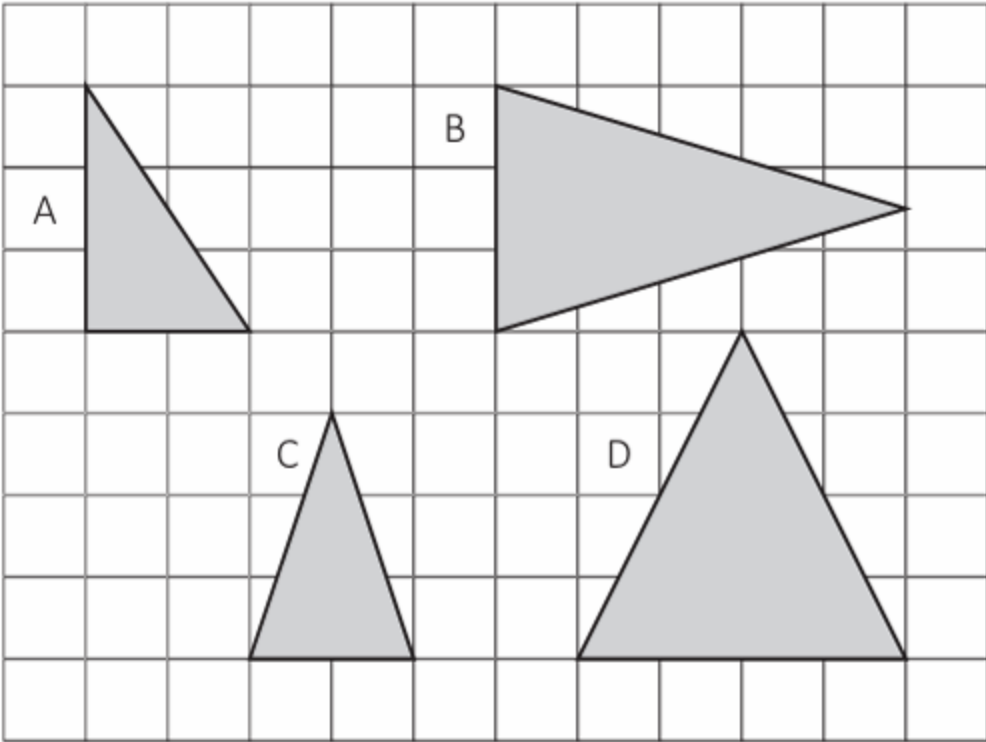
How much orange juice is needed to fill the jug to 375ml?

ml

1 mark

13.

Tick the right-angled triangle.



1 mark

17.

Eva picks 20 strawberries.



a) She gives $\frac{2}{5}$ of her strawberries to Shiv.

How many strawberries does she give to Shiv?

1 mark

b) Eva then gives $\frac{1}{6}$ of her remaining strawberries to Dev.

How many strawberries does Eva have now?



Show your working.

2 marks

Tuesday 23rd June 2026

TBAT: use figurative language to enhance description.

3 in 3

1. Look where the arrow is pointing. Tick the missing punctuation mark.

As fast as he could the squirrel darted up the tree.



Tick **one**

comma

1

apostrophe

2

full stop

3

question mark

4

3. Write a **possessive pronoun** to replace the underlined words.

Mr Brown washed Mr Brown's car after driving through a muddy field.

2. Change the following question to a **statement**.

Do not use any additional words. Remember to punctuate your answer correctly.

Had they visited the temple before?

Challenge

Underline the preposition in question 1 and 3.

Tuesday 23rd June 2026

TBAT: use figurative language to enhance description.

Blue – What is the purpose of a simile?

Green – How can personification add description to a sentence?

Challenge – Write a sentence that includes either personification or a simile.

Figurative language is the use of **simile** and **personification** to paint vivid pictures for the reader.

A **simile** is a linguistic device that **compares** two things using 'like' or 'as', highlighting similarities to create vivid imagery.

Personification is a linguistic device that gives human characteristics to non-human objects to create vivid imagery.

To **compare** is to note what is the same and what is different.

A **simile** is a linguistic device that **compares** two things.

The words '**like**' or '**as**' are used to highlight similarities and create vivid imagery in the reader's mind.



The **snowflakes** fell gently from the sky **like** **feathers floating** in the breeze.

This helps the reader to understand and imagine how softly and gently the snowflakes are falling.

Personification gives non-human objects human characteristics or actions.



Personification is most commonly achieved by using a **verb** that a human would do to describe the movement of a non-human object.

The sun **smiled** warmly upon the snowy landscape.

The word '**smiled**' describes the action of the sun shining in a positive way, giving it a positive, happy, action that humans do.

1. Read the text carefully.
2. Circle the examples of **similes**.
3. Underline the examples of **personification**.

The pure-white mountains loomed against the horizon and their jagged peaks cut through the azure sky like sharp blades in ice. The snowy slopes cascaded down as the wind whispered through the valleys. The mountains, which sighed their icy breaths, stood proud like an army of soldiers. At sunrise, the celestial sky glowed like a brush painting the landscape with a radiant warmth.

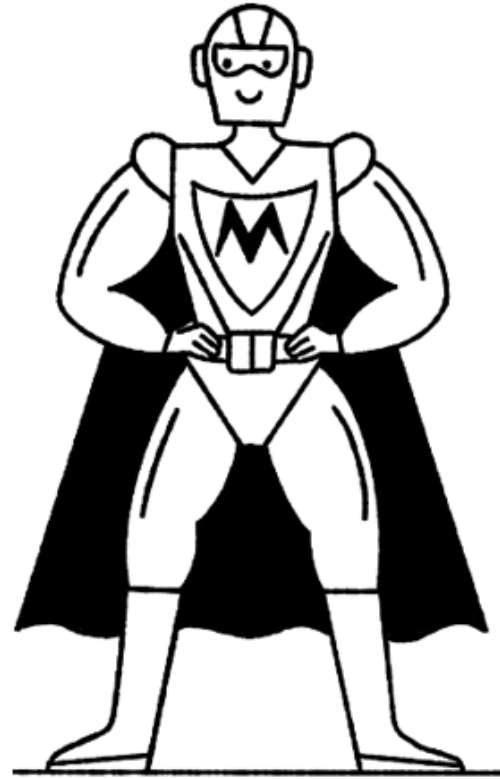
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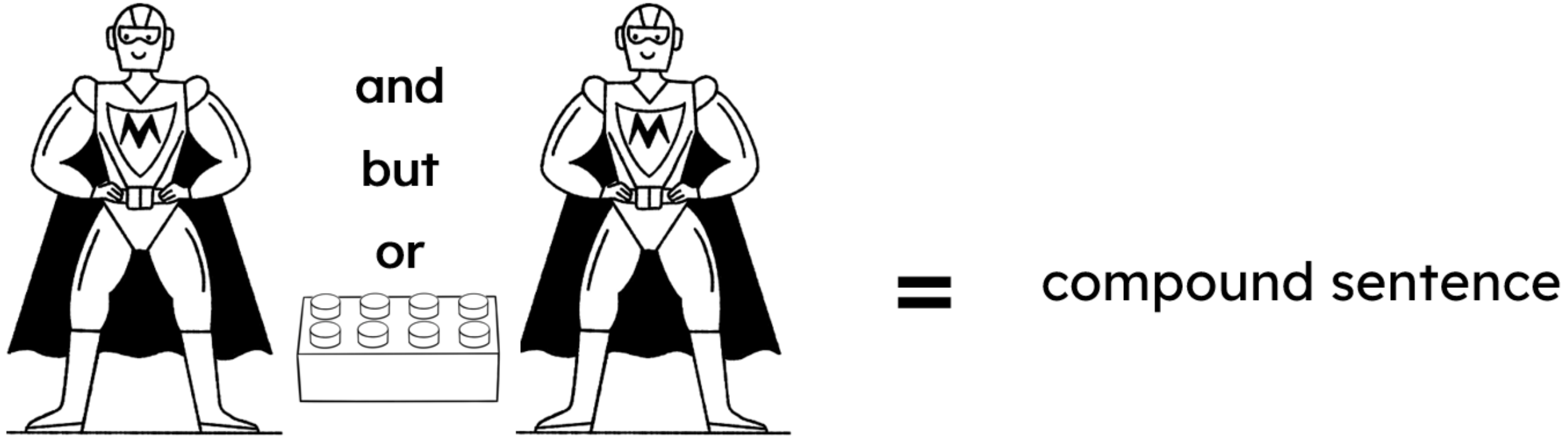
A main clause has a superpower - it can make a complete sentence on its own!

- The snowflakes fell gently.
- Stop what you're doing!
- Is it snowing?
- What a glorious day it is!

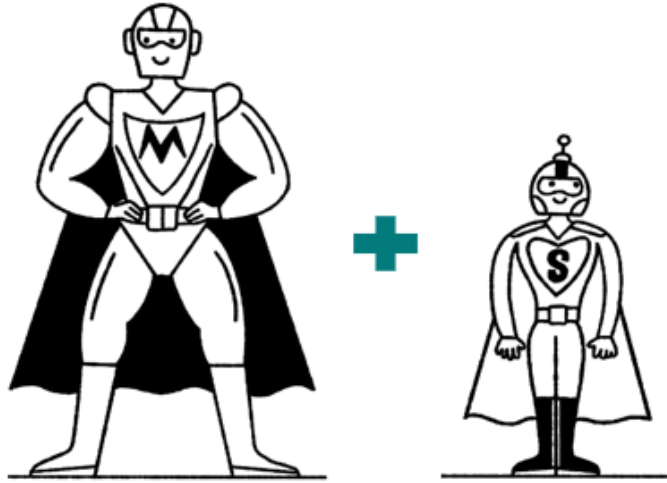


A sentence made of one main clause with just one idea is called a **simple sentence**.

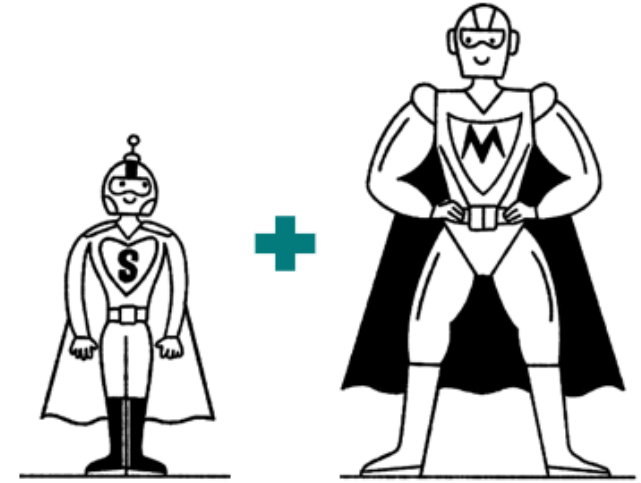
A **compound sentence** is formed of at least two equally important main clauses joined together by a co-ordinating conjunction.



When an **adverbial clause** is joined to a main clause, it makes an adverbial complex sentence.



The sky stretched above the majestic peaks **as** the clouds swirled around.



As the clouds swirled around, the sky stretched above the majestic peaks.

When a **relative clause** is added to a main clause, it creates a relative complex sentence.

main clause

relative clause

The morning sky showcased a canvas of colours.

+

, which stretched above the majestic peaks,

The morning sky, **which stretched above the majestic peaks,** showcased a canvas of colours.

relative complex sentence



In a relative complex sentence, the **relative clause** can interrupt the main clause after the noun or noun phrase it links to.

The morning sky showcased a canvas of colours.



The morning sky, **which stretched above the majestic peaks,** showcased a canvas of colours.



,



,



=

relative
complex
sentence



Using this picture,



1) Write a **simple sentence** with a **simile**.

_____ like _____.

For example, At sunrise, the snowflakes glistened *like a million diamonds*.

2) Write a **compound sentence** with **personification**.

_____ and _____.

For example, The valley below was a tranquil heaven **and** the mountains **rose majestically**.

3) Write a **complex sentence** (adverbial **or** relative clause).

_____ as _____.

_____, which _____, _____.

For example, The wind whispered through the valleys **as the mountains sighed their icy breaths**.

Tuesday 22nd June 2026

TBAT: improvise spoken narration to fit in time with a backing track.

[The Collins Hub Educator > Library](#) - Communication – Lesson 1 – School news

Vocabulary

- dynamics
- melody
- pulse/beat
- ostinato
- rhythm
- score
- conductor

Blue – What are dynamics?

Green – What is a score?

Matilda art

Performance club are performing Matilda to their parents and friends.

We have been asked to create some of the background scenery.

Our scenery will be...



The library





You will each create a colourful book spine to go on to the bookshelves. Books are different sizes!



Think about the information you need on the spine of your book.

- Title
- Author
- Logo
- Bright colours



TBAT: explain what menstruation is and how to manage it.

Keywords

menstrual cycle

the monthly cycle, during which someone ovulates and menstruates

period

another word for menstruation

menstruation

the time of the month when blood comes out of the vagina

vagina

the opening in female genitalia between the womb and the vulva

ovulation

the time of the month when an egg is released from the ovaries



Ground rules

Listen to others.



Laura

Respect privacy.



Andeep

No judgement!



Jacob

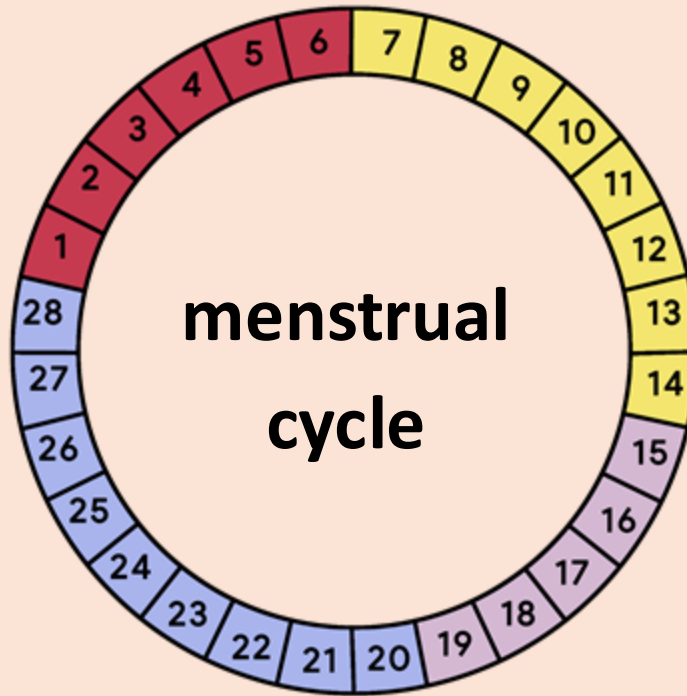
Choose your level of participation.



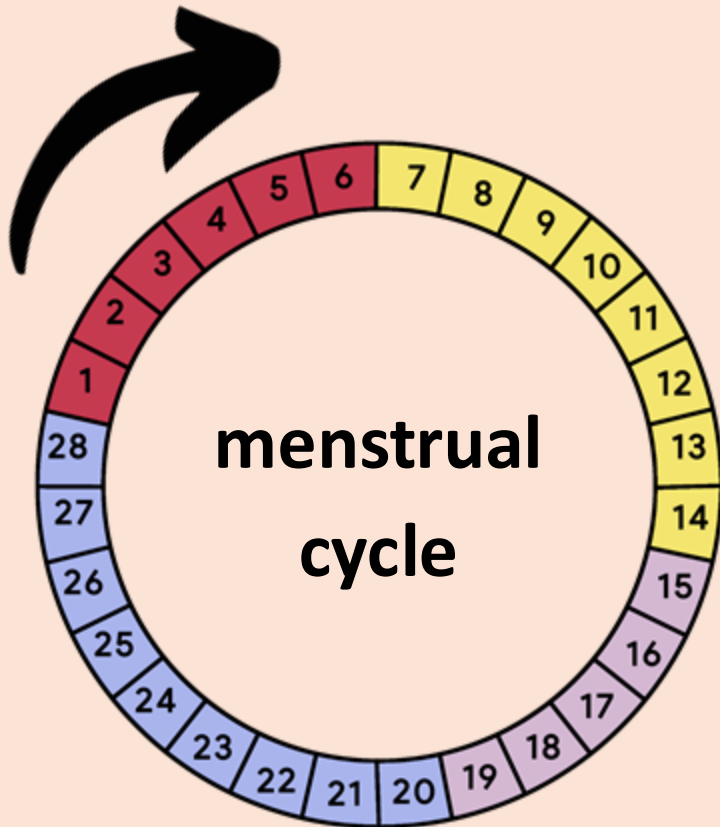
Izzy

The **menstrual cycle** is the time from the start of a female's **period** until the start of their next **period**.

day 1-
period starts



The **menstrual cycle** is about 28 days, or a month long.

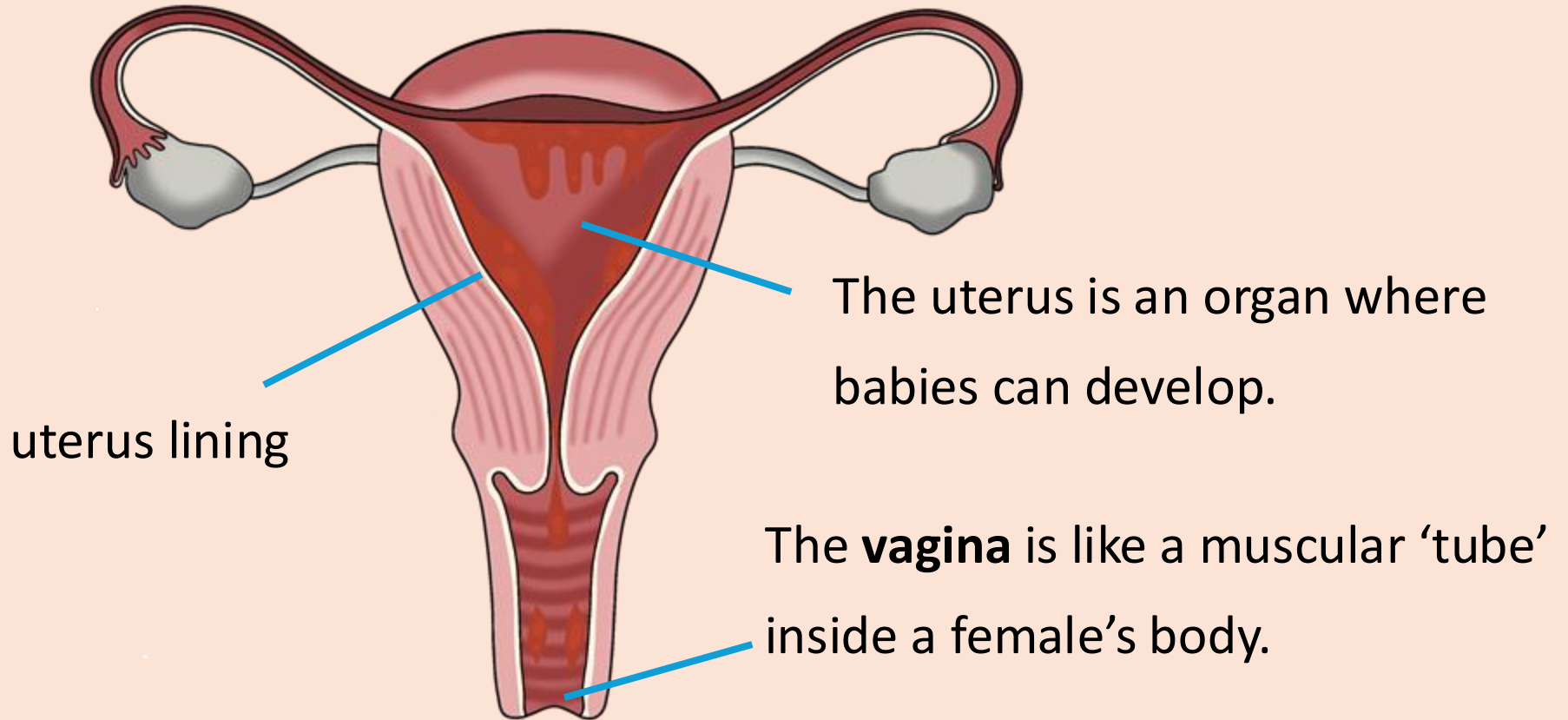


The first phase of the **menstrual cycle** is **menstruation**, which is also called a **period**.

This is when small amounts of blood come out of the **vagina**.

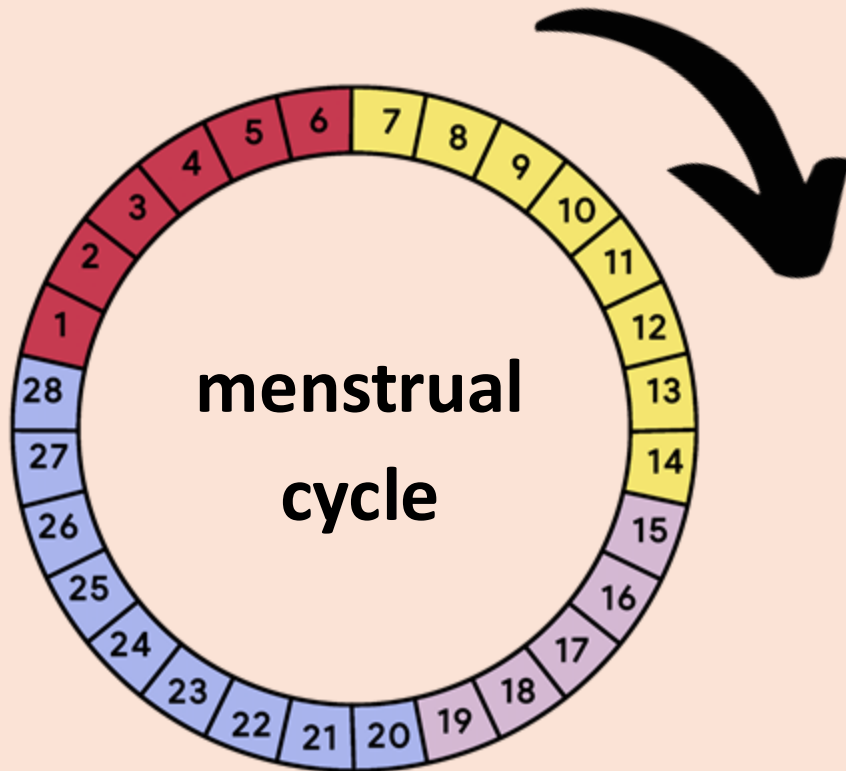
A **period** can last anywhere from two to seven days.

During a **period**, the uterus lining sheds and comes out through the **vagina**. A **period** happens about once a month.



What is the menstrual cycle?

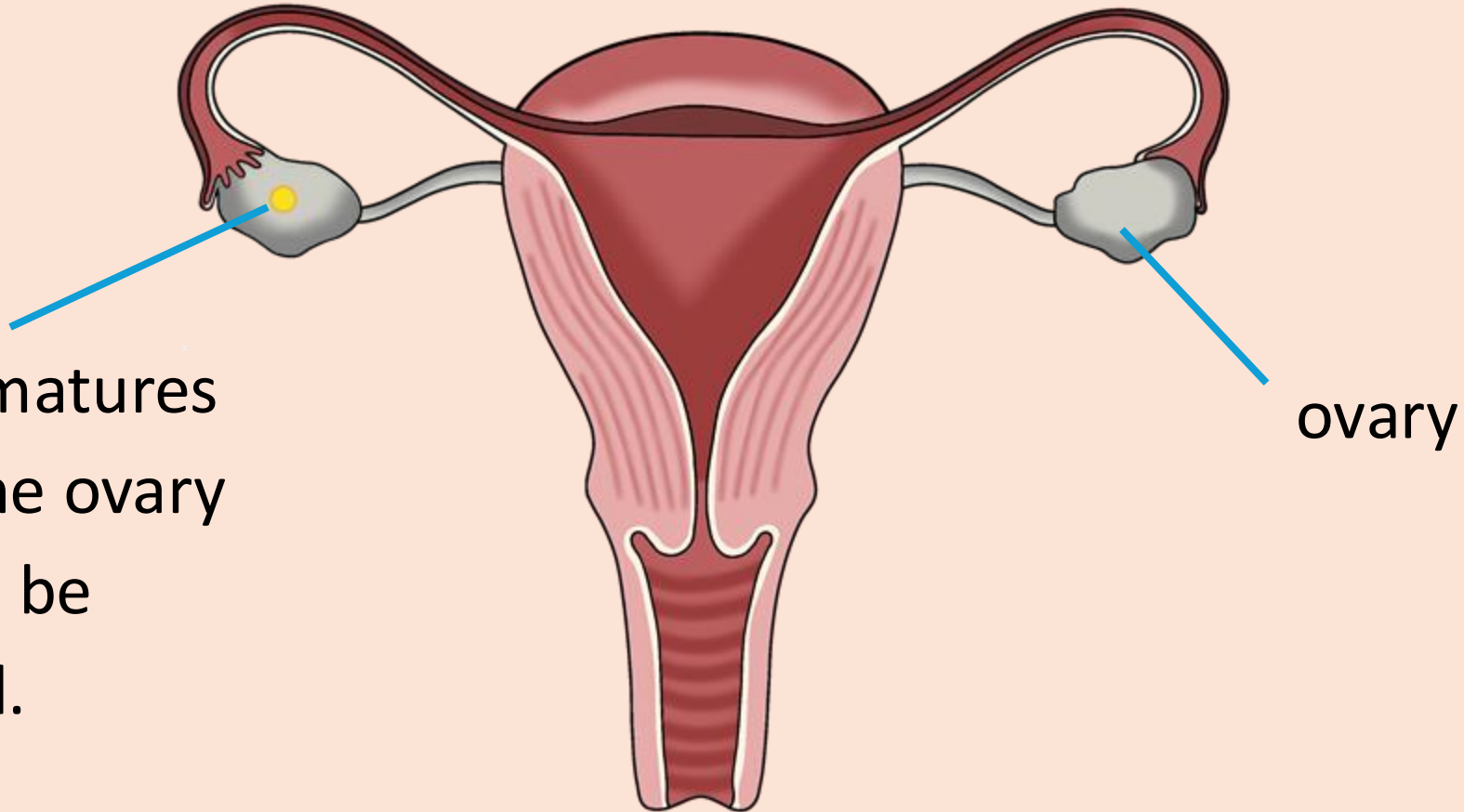
When the **period** ends, the second phase begins.



During this phase, the body prepares for an ovary to release an egg.

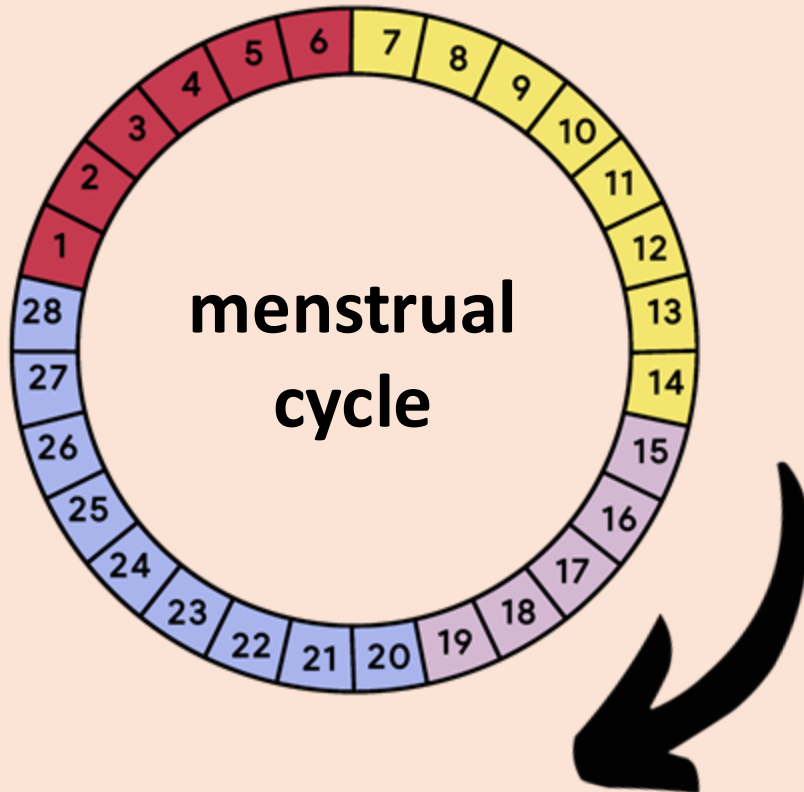
There are lots of eggs in each ovary.

What is the menstrual cycle?



An egg matures inside the ovary ready to be released.

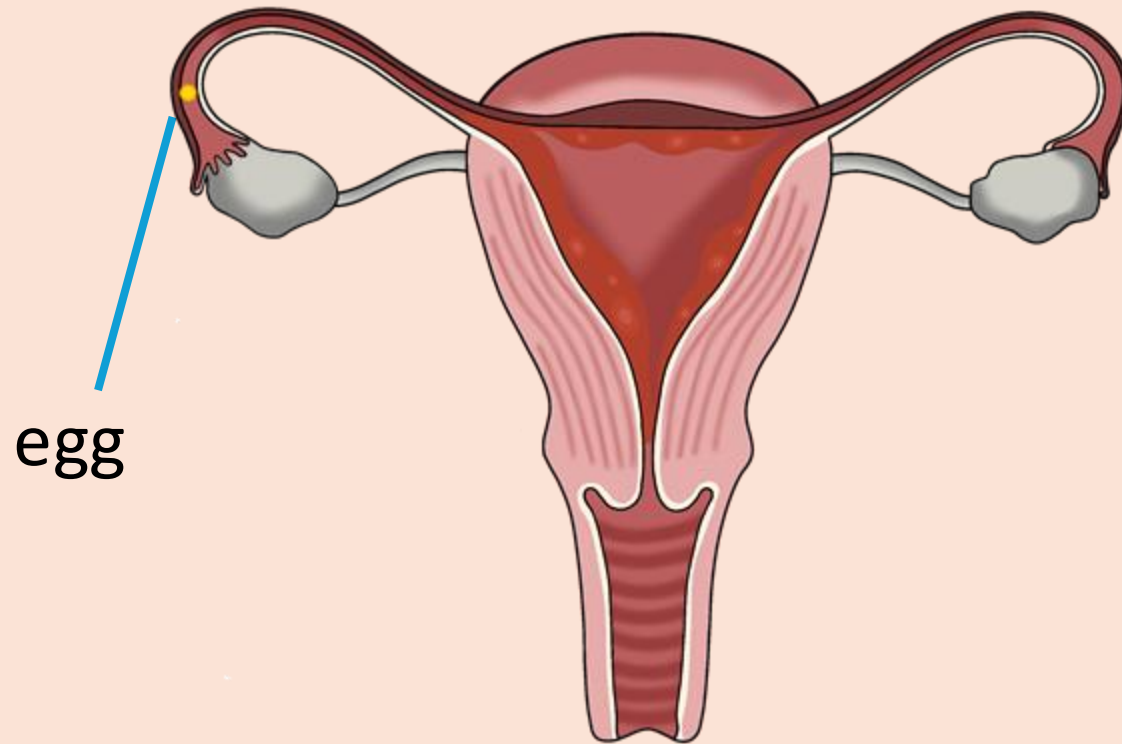
ovary



The third phase of the **menstrual cycle** is when an egg is released from the ovary.

This is called **ovulation**.

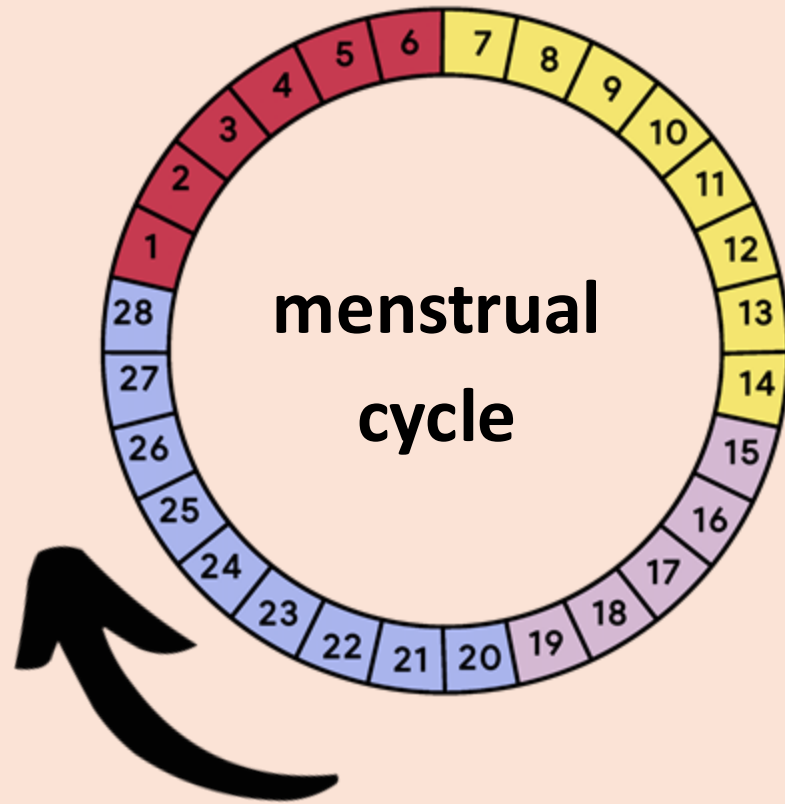
During **ovulation**, the egg is released from the ovary.

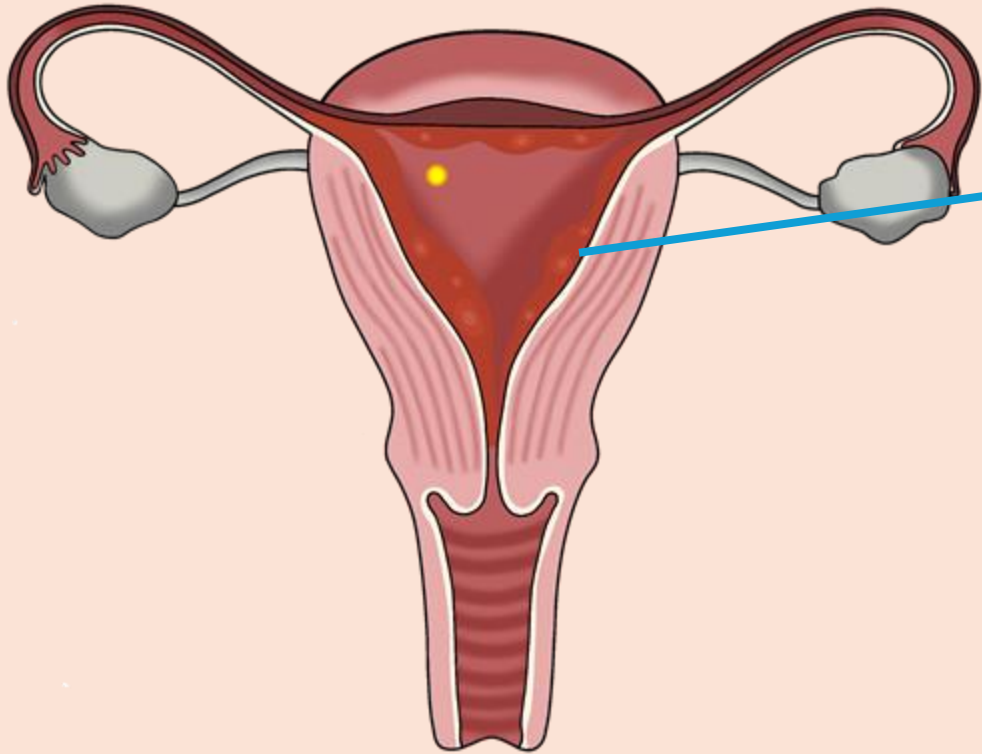


If the egg is fertilised by sperm, the female becomes pregnant.

Without fertilisation, a female will not become pregnant.

The third phase of the **menstrual cycle** starts after **ovulation**.





The uterus lining gets thicker to prepare for a potential pregnancy.

If the female does not become pregnant, **menstruation** begins again.

Most females have their first **period** between the ages of 10 and 15 as part of going through puberty.

10

15



Sofia

It is typical for females to get their first **period** earlier and slightly later than this.

Task A

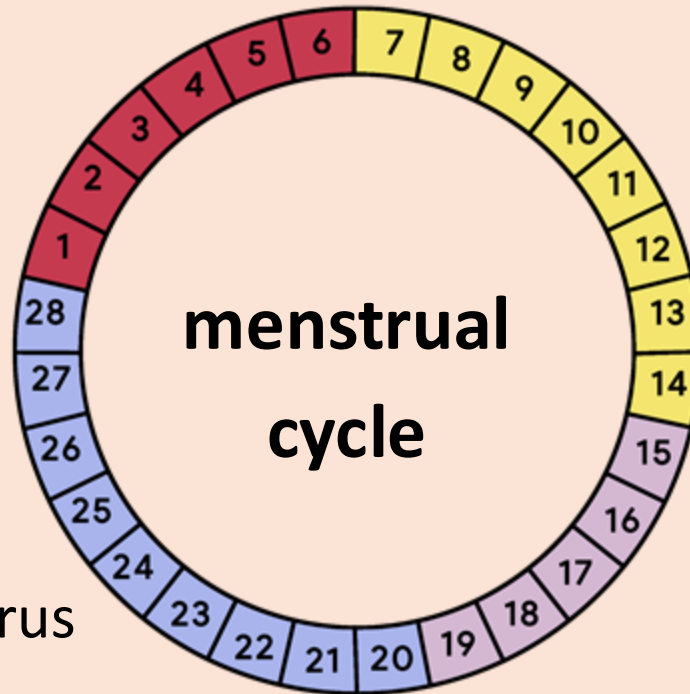
What is the menstrual cycle?



Fill in the blanks about what happens during each phase of the **menstrual cycle**.

During _____, blood is released from the _____.

During the final phase, the uterus lining gets _____.



In the second phase, an _____ matures in the _____.

During _____, an egg is released.

ovary

thicker

egg

menstruation

ovulation

vagina

Task A

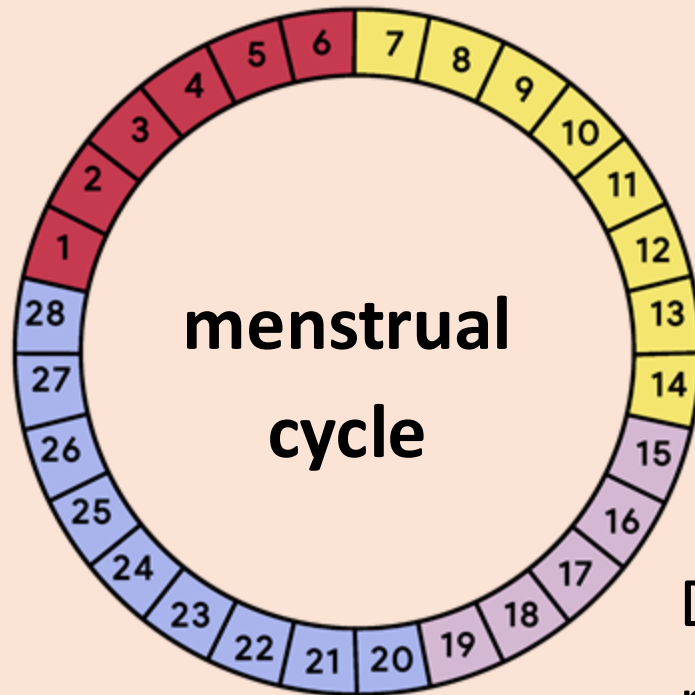
What is the menstrual cycle?



Feedback

Fill in the blanks about what happens during each phase of the **menstrual cycle**. Your answers should look like this:

During **menstruation**, blood is released from the **vagina**.



In the second phase, an **egg** matures in the **ovary**.

During the final phase, the uterus lining gets **thicker**.

During **ovulation**, an egg is released.

During **menstruation**, a female can experience **hormone** changes which can affect their mood.



Laura

I feel angry before my **period**.

I sometimes feel sad during my **period**.



Izzy



Aisha

I feel anxious around my **period**.

These emotional changes can also be because of physical symptoms of **menstruation**.

headache



stomach cramping



feeling bloated



tiredness



What emotional changes happen during puberty?

Some of the physical symptoms can be helped with:

medication



a hot water bottle

eating healthy foods

plenty of sleep

Make sure you only take prescribed medication, and check with an adult first.



Sam

There are many different ways to manage feelings during **menstruation**. You can:



talk about how you feel
with a friend or trusted
adult



do things you enjoy



exercise

There are many different products available to manage **menstruation**.



Lucas

Different people will prefer different products for different reasons.

The best product is the one that works for you.



Sam



Disposable menstrual pads stick to underwear and absorb menstrual blood.

They can be worn for up to three or four hours.

They go in the bin once they have been used.



Tampons go inside the **vagina** to absorb menstrual blood.

They can be worn for up to eight hours.

They go in the bin once they have been used.



Some tampons have applicators, which can be used to help insert them into the vagina.

This can help ensure the tampon is inserted enough so that it is comfortable.

When a tampon has been inserted correctly, it should not be felt inside the body.

Disposable pads and tampons should both go in a bin once they have been used.



Alex

It's important to not flush them down the toilet as this can cause a blockage.



Period products can be disposed of in any rubbish bin at home.

There are also reusable options for managing **menstruation**.



Menstrual cups are worn inside the **vagina** and collect menstrual blood.

They can be worn for up to 12 hours before being emptied.

They are reusable so can be used for years.



Period underwear is underwear which has **period** protection built in.

They can be worn for up to 12 hours.

Once worn, they can be washed and used again.



Reusable menstrual pads are attached to underwear and absorb menstrual blood.

They work the same way as disposable pads but they can be washed and used again.

They can be worn for up to six hours.

Tuesday 9th June 2026

TBAT: develop technique when jumping for distance.

Success Criteria

Jump with control and balance by bending your knees.

- Keep looking straight ahead when you jump.

Whole Child Objectives

Social: To collaborate with a partner to jump our furthest distance.

Emotional: To work to my personal best.

Thinking: To identify areas for development in my partner's jumps and use this to provide feedback.

Tuesday 9th June 2026

TBAT: develop technique when jumping for distance.

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.