

Thursday 25th June 2026

25.06.26

Morning Challenge

Good  
Morning



- **famous**
- **nervous**
- **ridiculous**
- **carnivorous**
- **herbivorous**
- **porous**
- **adventurous**
- **courageous**
- **outrageous**
- **advantageous**

Choose 5 of your spellings from this week's list and write them in full sentences.

Try to write a complex sentence using:

- A fronted adverbial
- Expanded noun phrase
- Commas in a list
- Adverbs

Thursday 25th June 2026

Close reading session

What does this sentence tell you about cat's tongues?

Chapter Fifteen

A tongue the texture of gravel licked Varjak's face, calling him up from the dream.



It scraped a tender spot on his cheek. Blinding colours burst out in his head. He opened his eyes a crack. A black-and-white blur swam into view.

'Hold still,' commanded a gravelly voice. 'I know it hurts, but it has to be done.' Varjak closed his eyes and thought of Mesopotamia, of Jalal, of that delicious cinnamon food he hadn't eaten. Anything, even hunger, was better than this pain.

'There,' she said at last. 'You'll never win a cat show, but you'll live. You'd better live.'

Varjak opened his eyes again. Holly stood above him, Tam behind her.

They were in a narrow, cobbled alleyway, a quiet path along the backs of city buildings. Iron fire escapes led up to sooty windows, far above. Drainpipes snaked down, through grilles in the ground, to sewers below. Varjak thought he could see something glimmering, moving about beneath the streets – but it was night in the alley and he couldn't be sure.

In the distance, he could hear those fearsome metal monsters roaring along the roads. He could taste their poison smoke in the air. He could hear, too, the hisses and growls of street cats as they went about their business. But in this alley the three of them were alone. There was no sign of the ginger tom who had nearly killed him.

He stretched out. Cold, wet cobblestones dug

into his ribs. His body was a pulp of pain. Yet strangely, he didn't feel too bad inside. He was glad he was still alive; glad this cat with the gravelly voice had rescued him.

'You all right, Varjak?' said Holly. 'You've been out for ages.'

'I thought you didn't want friends,' he said.

'We're not friends,' she **snapped**. 'Tam just made me feel bad about leaving you.'

'Me?' laughed Tam. 'As if I could make her do anything.'

'Anyway, Ginger's gang went too far,' said Holly.

Varjak stood up, unsteadily. 'You stopped them, didn't you? I think you saved my life.'

'All right, all right.' Holly **sounded embarrassed**; she wouldn't look him in the eye. With one leap, she pounced onto a brick ledge high on the wall, and started to stalk away, spiky as ever.

Varjak wasn't about to lose her again. Without a second thought, he went after her. One moment he was down on the cobbles, the next he was on the ledge. His body seemed to know what to do: he only had to follow Holly. Tam came behind him.

He padded between them to the edge of the wall, where Holly stopped to look up at the sky. Varjak followed her gaze. A white wedge of moon glimmered there. It had grown since he last saw it: it was changing, becoming bigger and brighter.

What does the verb 'snapped' tell you about Holly's feelings towards Varjak?

Why do you think Holly is embarrassed when Varjak learns she has saved his life?

\*What do you think the 'poison smoke' is that Varjak can taste?

\*

25.06.26  
Times tables

**9 times tables**



25.06.26

TBAT: draw and interpret pictograms.

3 in 3

1.  $8 + 8 + 8 + 8 + 8 + 8 =$

2.  $700 - 253 =$

3.  $427 \div 3 =$

**Challenge**

**$6.2 + 9.87 + 14.2 =$**

25.06.26

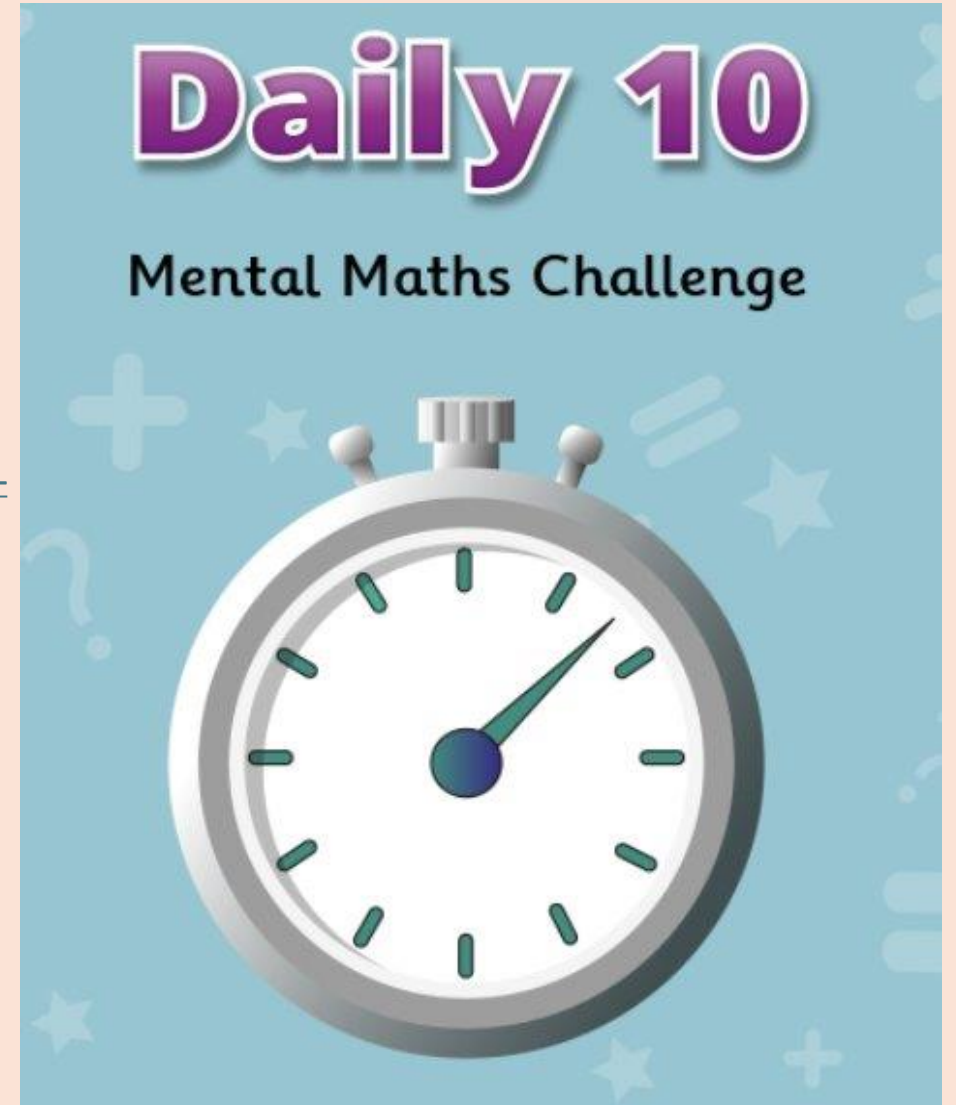
TBAT: draw and interpret pictograms.

## Key vocabulary

- **Pictogram (pictograph):** A chart that uses pictures or symbols to represent data
- **Data:** Information collected (e.g. favourite fruit in a class)
- **Symbol:** A picture or icon used to represent a quantity
- **Key:** Explains what each symbol represents
- **Scale:** The number each symbol stands for
- **Represent:** To show or stand for something
- **Interpret:** To understand and explain the data

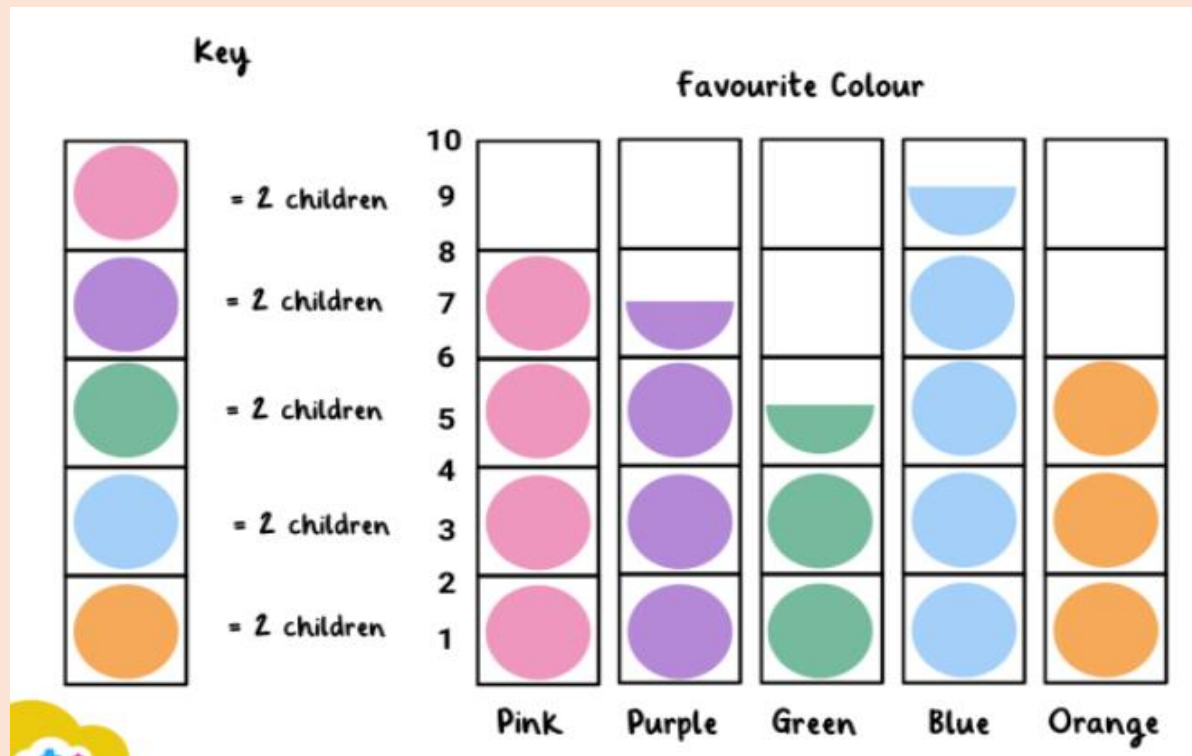
[Daily 10 - Mental Maths Challenge - Topmarks](#)

Level 4- 9 times tables



# What is a pictogram?

A pictogram uses pictures to show data. Each picture represents a number, and we use the key to know what each picture means.







What does the circle mean?

What does the semi-circle mean?

## Whiteboards:

### Favourite Ice Cream Flavours

Flavour	
Vanilla	
Chocolate	
Strawberry	

Key: 1  = 2 children








- How many children chose chocolate?
- Which flavour is the most popular?
- How many more children chose chocolate than strawberry?

Whiteboards:

Colour	Number of Smarties
Green	
Orange	
Blue	
Pink	
Yellow	
Red	
Purple	
Brown	
	Key  = 2 smarties

- What is the most popular flavour?
- How many orange smarties are there?
- How many brown smarties are there?

**Whiteboards:**

Day	Number of Hot Dogs Sold
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

If 60 hot dogs were sold on Friday, what is 1 hot dog worth for the key?

How many were sold Sunday?

TLED- draw  
example on  
board or  
visualiser

A class voted for their favourite pets:

Dogs = 8

Cats = 4

Fish = 6

Draw a pictogram where **1 symbol = 2 children**

## Whiteboards:

Favourite sports:

- Football = 10
- Tennis = 6
- Swimming = 4

**Draw a pictogram using your own symbol and include a key**

## **Turn and talk:**

What happens if a number is not a multiple of the key?

If 1 symbol = 4, how would you show 6?

25.06.26

TBAT: draw and interpret pictograms.

Blue- How many ice creams were sold on Wednesday?

Green- How many ice creams were sold on Tuesday?



Day	Ice creams sold
Monday	8 ice cream icons
Tuesday	5 ice cream icons
Wednesday	6 ice cream icons
Thursday	5 ice cream icons
Friday	9 ice cream icons
Saturday	12 ice cream icons
Sunday	Closed

Challenge: How many were sold on Friday and Thursday combined?

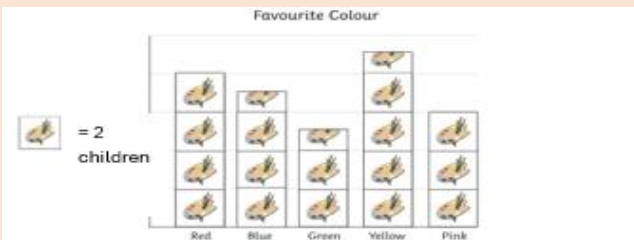
# Independent

**RP-** A pictogram shows the number of children who chose football as their favourite sport.

Key: ○ = 3 children

There are 11 circles shown. Mia says: “37 children chose football.”

**Do you agree with Mia? Explain your reasoning.**



- Answer the following questions.
1. What is the least favourite colour?
  2. How many children chose yellow as their favourite colour?
  3. How many fewer children chose green than blue as their favourite colour?
  4. How many children chose pink and red as their favourite colour?



Key: ■ = 4 books

Answer the following questions.

1. What is the favourite fruit?
2. How many children chose apples as their favourite fruit?
3. How many more children chose bananas than grapes, as their favourite fruit?
4. How many children chose apples or pears as their favourite fruit?

## Challenge

A pictogram shows the number of books read by four classes.

- Pine read 16 books
- Elm read twice as many books as Ash
- Oak read 20 books

**Which statements are correct? Explain your reasoning.**

Key: ■ = 4 books

Class	Books read
Oak	■ ■ ■ ■ ■
Pine	■ ■ ■ ■
Elm	■ ■ ■ ■ ■ ■
Ash	■ ■ ■

## Mastery challenge

A sports club recorded how many children attended each activity:

- Football: 18
- Swimming: 14
- Tennis: 22
- Gymnastics: 10

**Draw a pictogram in your book to represent this data. Your key must NOT be 1.**

## Greater Depth mastery

Collect data from your class about hair colour and create your own pictogram. You will need a key, graph, and table.

Thursday 25th June 2026

TBAT: write a setting description using figurative language.

3 in 3

The city woke up early as the sun shone between the tall, towering buildings. Cars and buses filled the streets and people hurried along the pavements to get to work and school. Shops opened their doors and the smell of fresh bread came from a bakery on the corner.

In the city square, children fed the pigeons while street musicians played cheerful songs. Bright lights and big billboards showed adverts high above the crowds. There were tall offices, colourful shops, and a quiet park where people could sit and relax.

As evening came, the city looked even more exciting. Lights sparkled everywhere, and families went out to eat or watch films. Even though it was busy and noisy, the city was full of life and energy.

- 1. What could people smell near the bakery?**
- 2. Where did children feed the pigeons?**
- 3. How did the city change in the evening?**

Thursday 25th June 2026

TBAT: write a setting description using figurative language.

Blue – Add a fronted adverbial to the sentence below:

Varjak padded across the dark, narrow street.

Green – Add an expanded noun phrase to the sentence below:

Varjak looked up at the buildings around him.

Challenge – Can you add figurative language to one of the sentences above?

Thursday 25th June 2026

TBAT: write a setting description using figurative language.

Today, you will write your city description.

This week we have covered different sentence types to use in you writing today:

- simple sentences
  - compound sentences
  - relative complex sentence
- plus**
- similes
  - personification

Our setting description will be written in first person and focus on Varjak travelling through the city from the moment he leaves the Contessa's house.

# First sentences

Describe the city below you.

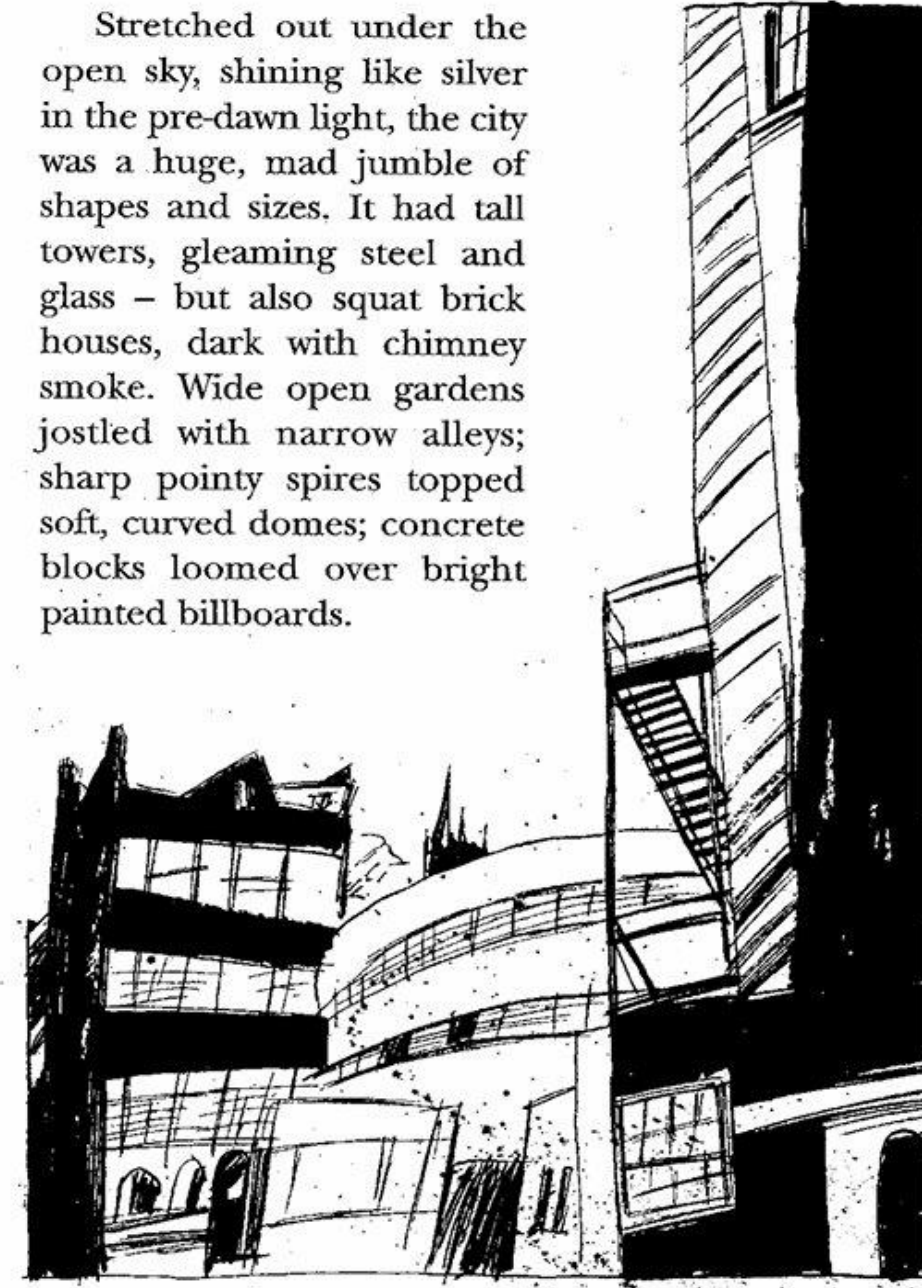
Try to use:

- fronted adverbial
- expanded noun phrases
- commas in a list.

For example,

As I glanced down from high on the hill, I could see the city was a huge, wild mix of shapes and sizes. There were tall towers made of shining glass and steel but also low, brick houses darkened by thick, black chimney smoke. The skyline was a jumble of sharp, pointy spires, concrete domes and bright painted billboards.

Stretched out under the open sky, shining like silver in the pre-dawn light, the city was a huge, mad jumble of shapes and sizes. It had tall towers, gleaming steel and glass – but also squat brick houses, dark with chimney smoke. Wide open gardens jostled with narrow alleys; sharp pointy spires topped soft, curved domes; concrete blocks loomed over bright painted billboards.



## Next sentences

Walking down into the city.

Try to use:

- fronted adverbial
- expanded noun phrases
- simile/personification

For example,

Although I was nervous, I crept along the paved sidewalk towards the city. The vast buildings loomed up ahead, their thick, brick walls stretching upwards like towering giants reaching for the sky.

The city loomed up ahead. From the hill he'd seen it all, and how it fitted together. But on ground level, he couldn't see further than the nearest building. Even the smallest of them blocked his way. Their thick brick walls reared up before him, higher than the Contessa's house.

## Next sentences

Going through the park and into an alley.

Try to use:

- expanded noun phrases
- relative clause

For example,

I crossed the path and slunk through a gate at the edge of a park. **Black lamps, that glowed with a soft orange light, lined each side of the path.** The smell of **sweet, pink rose** filled my nostrils. I suddenly noticed a small, dark alley. As I entered, the shadows of darkness fell around my **soft, padding** feet and a feeling of unease washed over me.

Varjak walked through a gate at the park's edge. Beyond it was a narrow pavement and a wide black road, lined by orange street lamps. They looked like spiny iron trees, with clusters of light on their branches. Instead of the sweet scent of fruit, they smelled sharp and electric, buzzing nervously above him.

He slunk into an alley that led away from the monsters, away from the hill, away from his memories of home.

This alley was narrow, and dark with the shadows of night.

Thursday 25th June 2026

TBAT: give examples of how poetry is important in different religions.

## Re-cap

### Keywords

**poetry**                      lyrical arrangement of words to convey meaning

**psalm**                        sacred song or hymn

**hymn**                         religious song

### Blue: Why does the bible use poetry?

The Bible uses **poetry** to bring to life important ideas about God

### Green: Why does the Guru Granth Sahib use poetry?

The Guru Granth Sahib uses **poetry** to bring to life important teachings

### Challenge: How many hymns does the Guru Granth Sahib contain?

5894

[psalm pronunciation - Search](#)

This is Iqbal and he has a Muslim worldview. In his family, they share a love of the **poetry** of a Muslim who lived over 1,000 years ago.



Iqbal

His name was Rumi and he lived in the 7th century CE in modern-day Afghanistan. He is still very well known today and his **poetry** is read all around the world by many different Muslims.

Here is the start of Rumi's poem 'We are as the flute':

“We are as the flute, and the music in us is from thee;  
We are as the mountain and the echo in us is from thee...  
...Who are we, O Thou of our souls,  
That we should remain in being beside thee?”

Which lines do you find interesting or intriguing?

What do you think the poet is trying to express?

“We are as the flute, and the music in us is  
from thee;

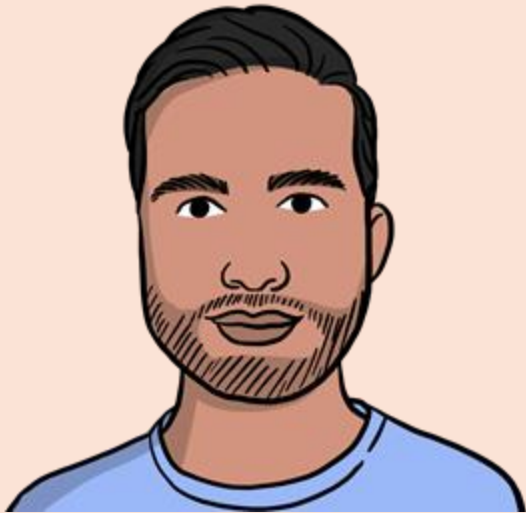
We are as the mountain and the echo in  
us is from thee...

Who are we, O Thou of our souls,  
That we should remain in being beside  
thee?”

These lines might suggest all humans have been created by Allah. Allah is like the music in a flute.

These lines might suggest that all humans should live in harmony with Allah.

Iqbal likes listening to this piece of **poetry**.  
He likes to use his imagination to think about what the words in the poem mean.



Iqbal

The **poetry** uses similes to compare how the strength of human beings all comes from God (Allah).

Rumi expresses how awesome God (Allah) is, that he should allow a human being to come and be alongside him in His presence.



David

This is David and he has a Christian worldview. David goes to an Anglican church where he enjoys singing **hymns**.

**Hymns** are a religious song. It sets music to the lyrics of **poetry**.

One of David's favourite **hymn** writers is Charles Wesley. He lived in the 18th century in England and started the Methodist Church.

Charles Wesley wrote the **hymn** 'How can it be' in 1838.

Here are some of the lyrics:

And can it be that I should gain,  
An interest in the Saviour's blood.  
Died He for me, who caused His pain  
For me, who Him to death pursued?  
Amazing love! How can it be  
That Thou, my God, should die for me?  
Amazing love! How can it be  
That Thou, my God, should die for me?

David likes singing this song as it expresses beliefs he shares with Charles Wesley.



David

This **hymn** reminds me of how incredible God's love is that He would send his son, Jesus my saviour, to die for me.

God is love and singing this **hymn** stirs up feelings of gratitude in me for all that Jesus has done for me.

Use these images as a prompt to explain how **poetry** has been used to express important beliefs in **two** different religions.



The Bible



The Qur'an



Use these images as a prompt to explain how **poetry** has been used to express important beliefs in **two** different religions.

Your answer may have included:

**Poetry** has been used by followers of different religions to express their beliefs. For example, Rumi was a Muslim and wrote about how everything humans do is linked back to God (Allah) through **poetry**.

Charles Wesley was a Christian and he wrote **poetry** set to music, which are called **hymns**, that express his belief in how amazing God's love was for him.

Both Christians and Muslims still read and sing their **poetry** today.

Thursday 25th June 2026

TBAT: identify and name predators and prey in food chains.

3 in 3

A predator is an animal that hunts other animals for food. The animals that predators eat are called prey. Predators have special features that help them catch their prey. For example, lions have sharp teeth and claws, while hawks have excellent eyesight to spot animals from far away.

Many predators are very patient. They may hide and wait quietly before they attack. This is called stalking. Some predators, like wolves, work together in groups to catch their prey. Others, like tigers, hunt alone.

Predators are very important in nature. They help keep animal populations balanced by eating weaker or sick animals. This means that the strongest animals survive and stay healthy.

- 1. What is a predator and what does it eat?**
- 2. Name one special feature predators have that helps them catch prey.**
- 3. Why are predators important in nature?**

Wednesday 25th June 2026

TBAT: identify and name predators and prey in food chains.

**Blue-** What is a consumer in a food chain?

**Green-** What is a producer in a food chain?

**Challenge-** What is wrong with this food chain?

grass ← rabbit ← fox

Wednesday 25th June 2026

TBAT: identify and name predators and prey in food chains.

## Keywords

### **food chain**

A food chain shows how living things depend on each other for food.

### **consumer**

A consumer in a food chain is an animal which eats other animals or plants.

### **carnivore**

A carnivore is an animal that eats meat or the flesh of animals.

### **predator**

A predator is an animal that hunts, kills and eats other animals.

### **prey**

An animal that is hunted and eaten by another animal is called prey.



Lucas and Sofia have been learning about how living things depend on each other for food in a **food chain**.

I learned that the animals in a food chain are called **consumers** because they eat, or 'consume', plants or other animals to survive.



Lucas

Yes, there are different types of consumers in a food chain. Some animals only eat plants. They are called herbivores.



Sofia

## Talk partners

Which animal is a herbivore in this **food chain**?



grass



sheep



fox



golden eagle

The sheep is a herbivore. It depends only on food from plants to survive.

How would you classify the fox and golden eagle in this food chain?



grass



sheep



fox



golden eagle

The fox is an omnivore. It eats a wide variety of plants and animals, including sheep.

The golden eagle is a **carnivore**. It eats small mammals such as rabbits, squirrels and foxes.

I know that animals that eat other animals are called **carnivores** but I think these animals are also called **predators**.



Lucas

Are carnivores and predators different words that mean the same thing?



Sofia

What do you think?

A **predator** is an animal that hunts, kills and eats other animals.

These animals are predators.



golden eagle



hammerhead shark



tiger

Some **carnivores** do not always hunt and kill the animals they eat. These animals are scavengers.



Most vultures are scavengers that eat animals that are already dead.



Hyenas are both predators and scavengers as they are known to snatch meat hunted by other carnivores.

Some animals do not have any natural **predators** that hunt and eat them.



Adult polar bears have no natural predators, although walruses and wolves can kill them.



An orca is a killer whale; it has no natural predators. The biggest threat to orcas are humans.

Animals that do not have any **predators**, are often called top predators.

These animals are placed at the end, also known as the top, of the **food chain**.



grasses



zebra



lion

1. Look at the food chain below, identify the predators in this food chain by circling them. Write a sentence underneath this food chain explaining why they are predators.



dandelion leaves



caterpillar



spider



cat

2. Draw and label an animal that could be added to the food chain that is a predator of a cat.

1. Identify the predators in this food chain.



dandelion leaves



caterpillar



spider



cat

The predators in this food chain are the spider and cat.

2. Which animal could be added to the food chain that is a predator of a cat?

Cats have many predators including foxes, owls, and hawks.



cabbage leaves



snail



hedgehog

The cabbage leaves are eaten by an animal so are they **prey**?



Lucas

No, prey are the animals that **predators** feed on. The snail is the prey of the hedgehog in this **food chain**.



Sofia

Many animals are both **predator** and **prey**.

Can you think of any predators that are also hunted and eaten by other animals?

Which animals are both predator and prey in this food chain?



rotting fruit



fly



spider



blackbird



rotting fruit



fly



spider



blackbird

In this **food chain**, the **spider** is the **predator** of the fly and also the **prey** of the blackbird.

The **blackbird** is the predator of the spider. For which animal could the blackbird be prey?

1. Label each pair of animals: predator and prey.

a.



leopard



zebra

b.



slug



frog

c.



heron



fish

1. Label each pair of animals: predator and prey.

a.



leopard  
predator



zebra  
prey

b.



slug  
prey



frog  
predator

c.



heron  
predator



fish  
prey

2. Using only this food chain, label the producer, consumers, predators and prey.



grass



grasshopper



mouse



snake



owl

grass =  
grasshopper =  
mouse =  
snake =  
owl =

grass = producer  
grasshopper = consumer, prey  
mouse = consumer, predator, prey  
snake = consumer, predator, prey  
owl = consumer, predator

## Predators and prey in a food chain

1 A \_\_\_\_\_ is an animal that only eats meat or the flesh of other animals. (Tick 1 correct answer)

- producer
- herbivore
- carnivore
- omnivore

2 A \_\_\_\_\_ is the name for an animal that hunts, kills and eats other animals. (Fill in the blank)

3 Which of these animals do **not** have any predators of their own? (Tick 2 correct answers)



orca



fox



golden eagle



giraffe

4 What do we call the end of the food chain furthest away from the producer? (Tick 1 correct answer)

- The bottom of the food chain.
- The top of the food chain.
- The start of the food chain.

5 What is the name for an animal that is hunted and eaten by another animal?

\_\_\_\_\_

6 Which living thing in this food chain is a predator and prey? (Tick 1 correct answer)

algae → water beetle → frog → kingfisher

- water beetle
- algae
- kingfisher
- frog

## Challenge

Write an explanation of how predators help the food chain.

Thursday 25th June 2026

TBAT: understand how a baby is made and children inherit characteristics from both parents.

## **Key Vocabulary**

- Sperm
- Egg
- Fertilisation (when sperm and egg join)
- Parents
- Characteristics (features like eye colour, hair, height)

## **Turn and talk**

What do you look like that is similar to your family members?

We get features from our parents.

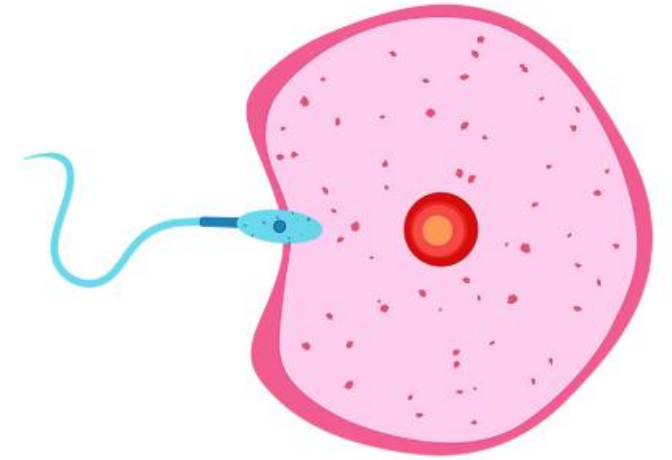
A baby begins when a tiny sperm from a man joins with a tiny egg from a woman.

This joining is called fertilisation.

The fertilised egg grows inside the mother's body into a baby.

Every child is made from **one sperm and one egg**.

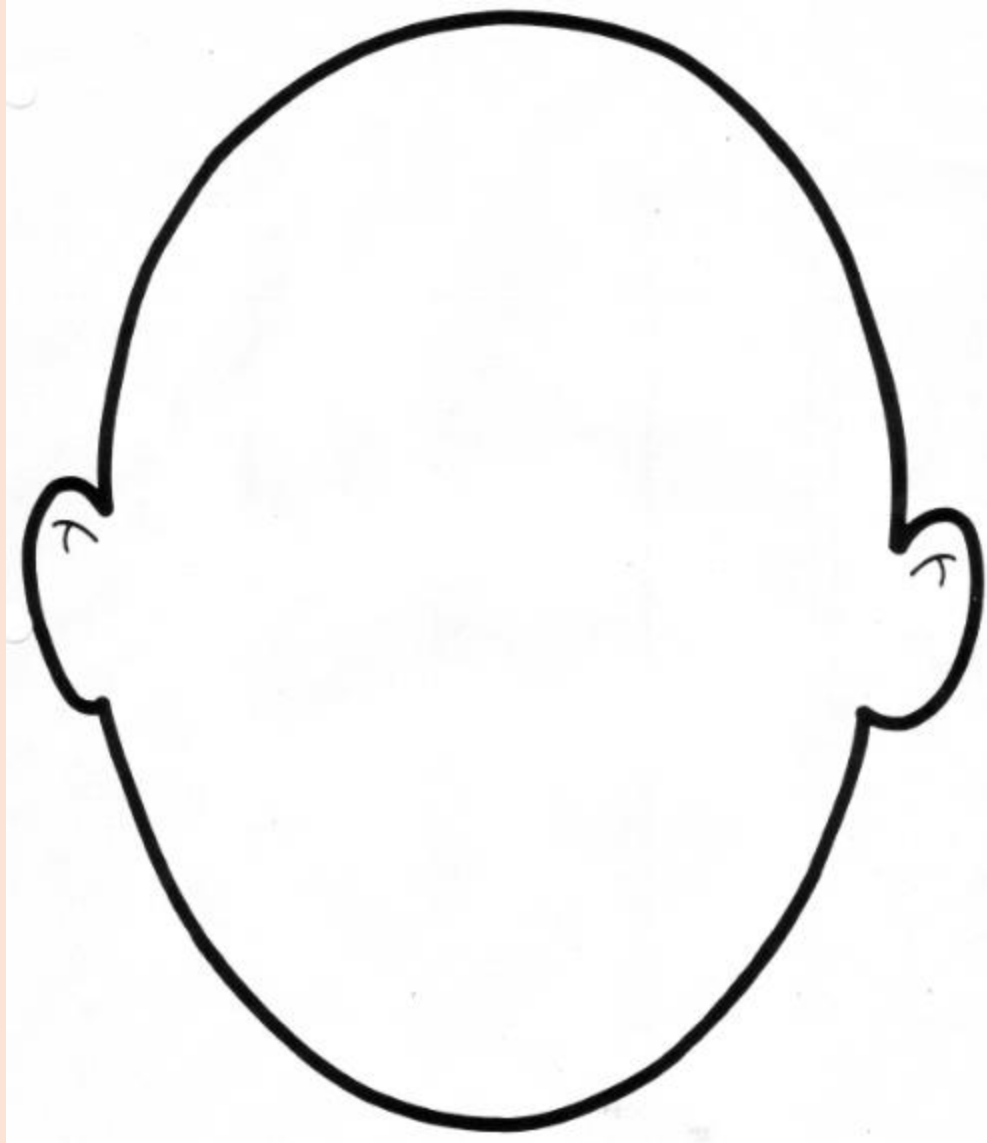
This is why children have characteristics from both parents.



Sperm entering an egg cell.



A baby developing inside a womb.



## Family Features

Choose features from your parents (e.g. blue eyes from one parent, curly hair from another)

Draw and label where the features came from (Mum or dad)