

Wednesday 8th July 2026

08.07.26

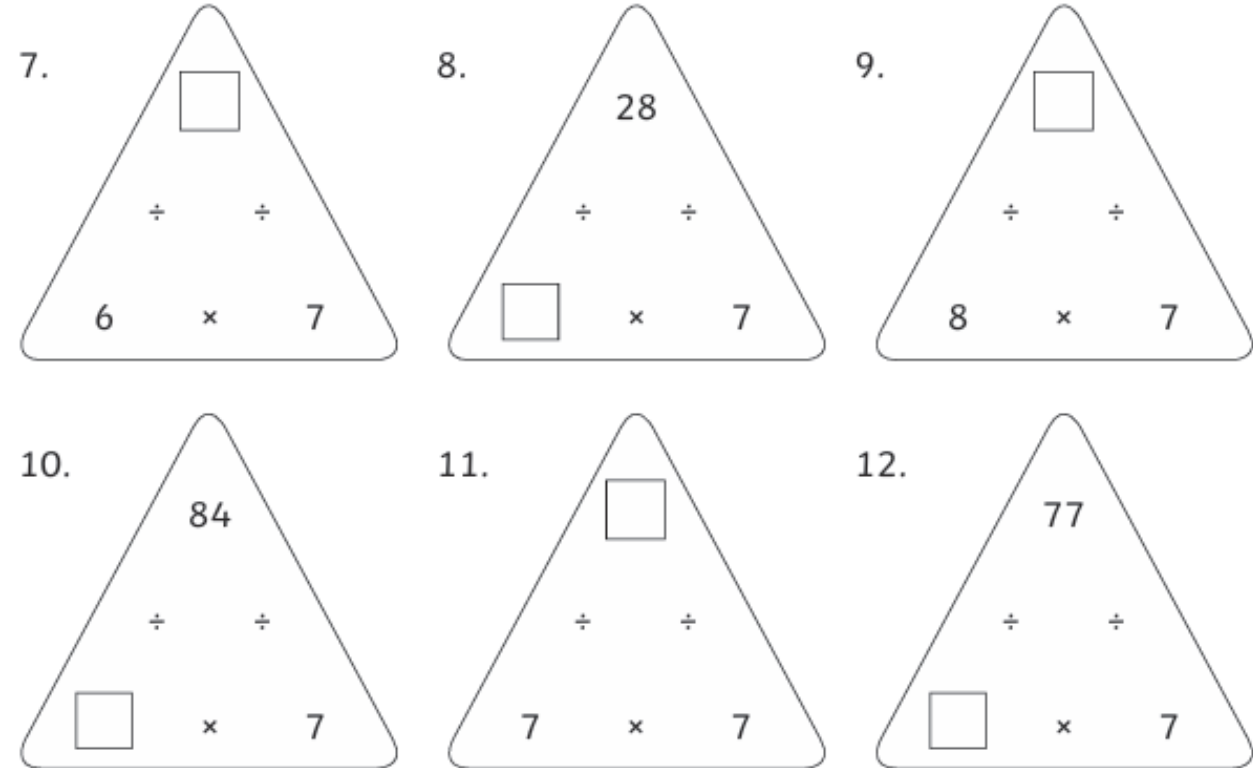
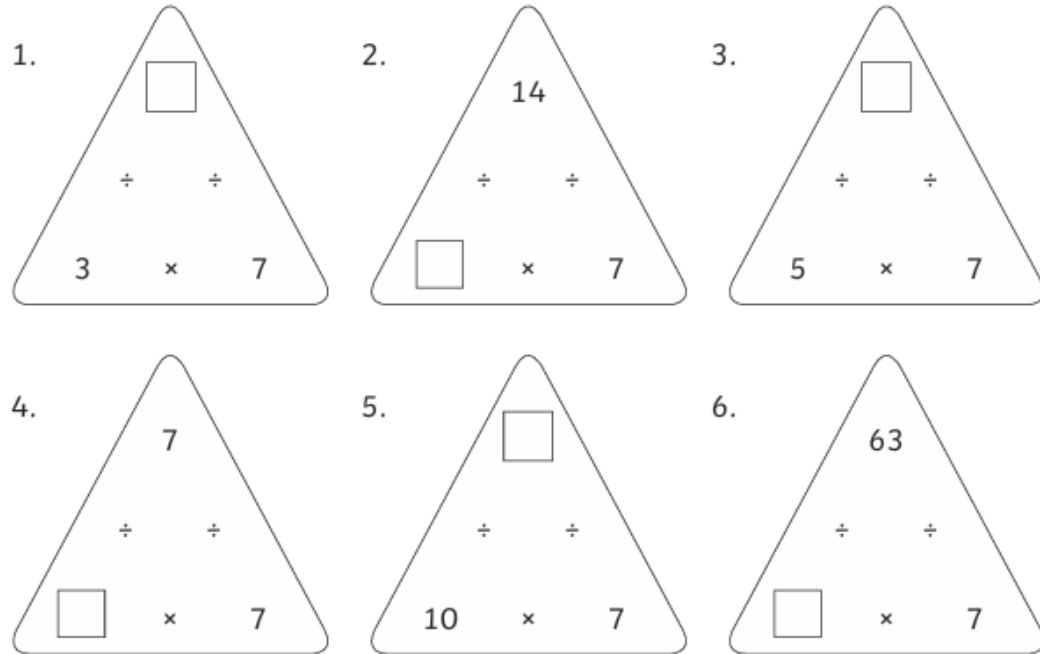
Morning Challenge

Good
Morning



Multiplication Triangles x7

Fill in the blanks in these multiplication triangles.



Wednesday 8th July 2026

Extended reading

Independent reading

Discussion

Why is Varjak suddenly not afraid of Julius?

What does the word 'lurched' mean?

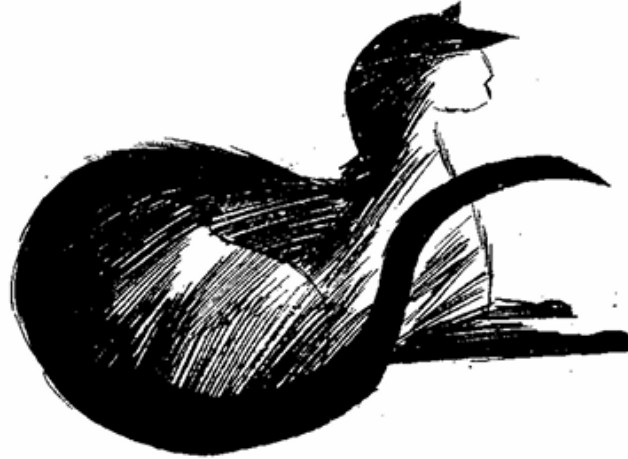
What happened when Varjak lost his concentration?

What adjectives has the author used to describe the fight?

He was quick for a cat of his size, but Varjak was quicker, more agile, a Moving Circle of pure energy. He stepped aside. Julius bit heavily into space. His teeth cracked together. It sounded painful.

'Don't ever call me an insect again,' said Varjak.

Julius roared. He raked out with a strong, silver-blue paw. Varjak was too fast once more. Julius missed, and lurched into the armchair.



Jay, Jethro and Jerome giggled. Were they laughing at his Moving Circle? Varjak turned, to see them giggling at Julius instead. He smiled, but as he looked away, Julius came at him and cracked the side of his face with vicious strength.

Varjak staggered back. He hadn't expected that. It hurt.

'Insect!' thundered Julius. 'Now you've made me angry!' He launched a flurry of claws. Senses reeling, Varjak dived away just in time. He had to keep breathing, keep the Moving Circle going, or Julius would finish him.

He dodged the furious attacks that followed, becoming a shimmer that Julius couldn't quite hit. The attacks grew wilder, angrier. Varjak stayed a step ahead, just out of reach, as his big brother closed – until Julius threw everything he had at him in one massive blow. There was no avoiding this one: Varjak had to meet it, head on.



He breathed out—two—three—four. Went deep into his Circle. The power rose within him; and when Julius came, the Circle held true. Varjak turned the blow away, using his brother's own strength against him. Julius went stumbling to the ground.

Varjak grinned. It felt good. Better than the time he'd fought Razor. It was better than anything, a hot, intoxicating glow that pulsed through every fibre of his being. He'd never felt so alive.

Julius was off-balance now, weak and exposed.

Finish him, thought Varjak. Right now. *Let loose the energy.* He'll never fight again.

Do it!

No.

'Enough,' said Varjak Paw. 'Enough, and no more.'

Julius shook his head. 'I'm only just beginning,' he panted. 'Insect.' Julius flung himself through the air, out of control, claws splayed. Varjak leaned away in Slow-Time.

CRASH! Julius smashed head-first into the fireplace. Looked at Varjak with small green eyes, clouded by black ash. Tried to stand up. Couldn't.

It was over.

'Varjak Paw!' cried Jasmine.

'Varjak Paw!' The family hailed his conquest.

'Varjak Paw! Varjak Paw! Varjak Paw!'

He closed his eyes. The victory tasted sweet, like

cinnamon. He'd done it at last. He was Mesopotamian Blue.

'Varjak Paw! Is that you?'

A gravelly voice! Varjak's heart skipped a beat.

'Holly?'

'Varjak? I'm here!'

Why does
Holly say
'Varjak, I'm
here!'?

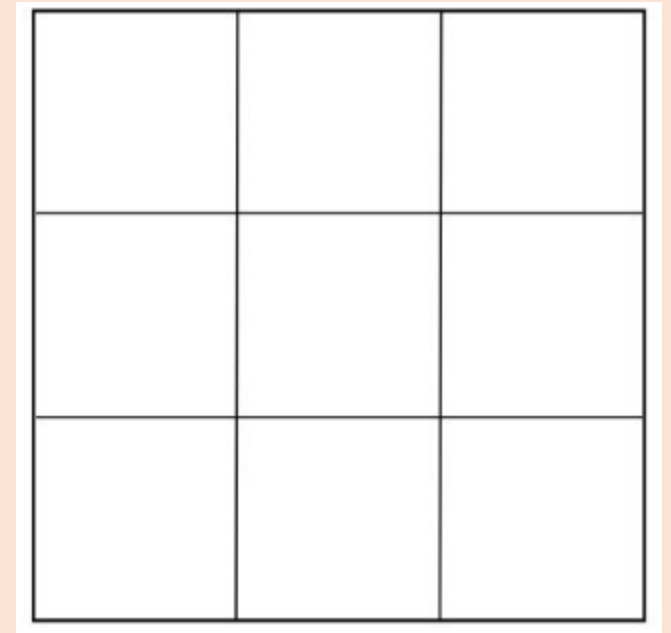
Why do you
think Varjak did
not finish Julius
while he had the
chance?

08.07.26

Times tables

8 Times tables Bingo!

Draw a bingo grid on your whiteboards 3 x 3



08.07.26

TBAT: subtract using column method.

3 in 3

1) $273 + 374 =$

2) Find $\frac{5}{6}$ of 30

3) $1826 - 142 =$

Challenge:

Find 0.01 more than 99

Find 0.1 less than 5.07

08.07.26

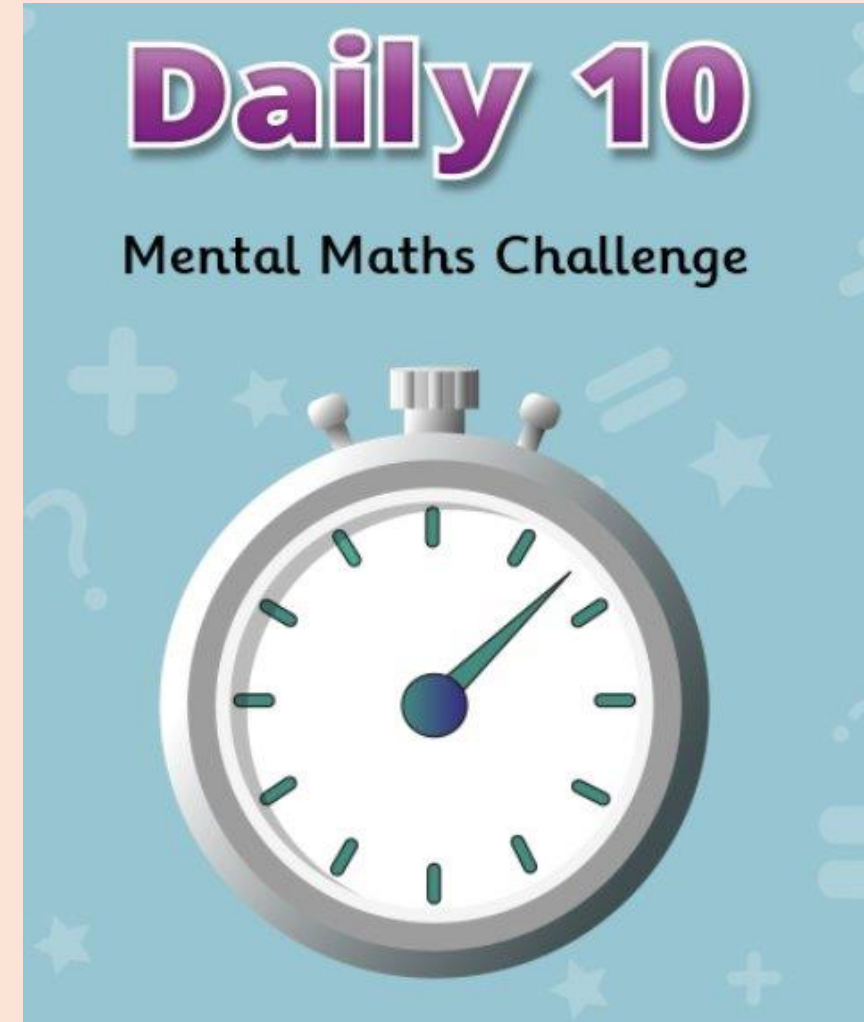
TBAT: subtract using column method.

Key vocabulary

- **Place value** – the value of a digit based on its position.
- **Exchange** (or **regroup**) – exchanging one ten, hundred, or thousand to help subtract.
- **Column subtraction** – a method of setting out subtraction calculations vertically.

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

Level 4- 8 times tables



08.07.26

TBAT: subtract using column method.

T led

Turn and talk:

$$726 - 152 =$$

What method will I use
to solve?

Does it matter which
number is on the top?

08.07.26

TBAT: subtract using column method.

Whiteboards

$$2735 - 1925 =$$

08.07.26

TBAT: subtract using column method.

Whiteboards

$$£62.14 - £15.13 =$$

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TBAT: subtract using column method.

Whiteboards

$$263 - 197 =$$

08.07.26

TBAT: subtract using column method.

Whiteboards

$$£1736 - £132 =$$

08.07.26

TBAT: subtract using column method.

Whiteboards

$$8364 - 197 =$$

08.07.26

TBAT: subtract using column method.

Blue

$$448 - 162 =$$

Green

$$836 - 142 =$$

Challenge: Divide your answer by 10.

Independent- solve using column subtraction

$$1) 6,243 - 2,587 =$$

$$2) 8,102 - 4,768 =$$

$$3) 5,430 - 2,956 =$$

$$4) 723 - 458 =$$

$$5) 901 - 367 =$$

$$6) £54.20 - £27.85 =$$

$$7) £80.00 - £46.78 =$$

RP: Masie says that when solving $274 - 143$, it doesn't matter which number is on the top of the column. Is she correct? Explain and solve.

Challenge

A charity raised £4,825 during a fundraising event.

They spent £2,768 on equipment and supplies.

How much money did they have left?

Show your working.

Mastery Challenge

A school library had 3,754 books.

- 1,689 books were borrowed.
- Later, 526 books were returned.

How many books are now in the library?

Greater Depth Challenge

A shopkeeper checked the money in the till at the end of the day.

There should have been **£925.40** in the till.

After paying a supplier, there was **£478.65** left.

1) How much was paid to the supplier?

2) Use the inverse operation to check that your answer is correct.

Wednesday 8th July 2026

TBAT: write a narrative paragraph, including dialogue.

3 in 3

1. Which sentence uses **inverted commas** correctly?

Tick **one**

"I'm very tired," grumbled Masood to his mum.

☐ 1

"I'm very tired", grumbled Masood to his mum.

☐ 2

"I'm very tired." Grumbled Masood to his mum.

☐ 3

"I'm very tired grumbled," Masood to his mum.

☐ 4

2. Write the words that should start with a **capital letter**.

without thinking, i asked, "how old is your mum?"

3. Put **inverted commas** around the speech in this sentence.

Sam mumbled under his breath, she will never fall for that old trick .

Challenge

Write a sentence that has a reporting clause in the middle of the dialogue. Remember to punctuate it correctly.

Wednesday 8th July 2026

TBAT: write a narrative paragraph, including dialogue.

Blue – Add inverted commas and punctuation to the sentence below:

Don't move Sally Bones hissed

Green - Add inverted commas and punctuation to the sentence below:

Sally Bones hissed don't move

Challenge – Write 5 words that could be used instead of 'said' for a reporting clause.

Using your plan from Thursday 2nd July, you are going to independently write the second paragraph of your adventure story.

This will need to contain dialogue between the characters.

Quietly read through your bullet point notes for asking for help.

We will take those bullet points and change them into full sentences.

Asking for help		
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Asking for help	• Cludge felt alone as everyone runs from him. • They become friends. • Holly explains Cludge is a dog – not metal cars. • Varjak realises he has met an actual dog. • Varjak asks Cludge for his help to scare a man and his cats. • Cludge agrees to help as he scares everyone. • Holly accepts too, as they are not safe in the city.	relief optimism excitement
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Success criteria:

- expanded noun phrases
- simile
- inverted commas
- emotions
- a range of sentences starters

Talk partners

How can we make this bullet point into a full sentence?

- 3rd person
- Past tense
- **Cludge felt alone as everyone runs from him.**

Asking for help	• Cludge feels alone as everyone runs from him. • They become friends. • Holly explains Cludge is a dog – not metal cars. • Varjak realises he has met an actual dog. • Varjak asks Cludge for his help to scare a man and his cats. • Cludge agrees to help as he scares everyone. • Holly accepts too, as they are not safe in the city.	relief optimism excitement
-----------------	--	--

Success criteria:

- expanded noun phrases
- simile
- Speech using inverted commas
- emotions
- a range of sentences starters

WAGOLL

Cludge padded **sadly** towards Varjak. Everyone ran away from him because they were frightened. Varjak watched him **curiously** as he realised why nobody would go near him. **Holly explained, “Cludge is a dog, Varjak, not one of those metal cars!”** Varjak’s eyes went **as wide as saucers** as he realised he had finally met a real dog.

“We need your help,” Varjak said carefully. **“There is a man and who has large, black cats we need to scare away.”**

Cludge wagged his tail. **“I can do that,”** he replied. **“I scare everyone!”**

Holly nodded. **“We are not safe in the city on our own,”** she admitted. Cludge agreed to help, and together the three new friends set off towards the Contessa's house on the **steep, grassy** hill.

Wednesday 8th July 2026

TBAT: produce a piece of art that shows my beliefs and values.

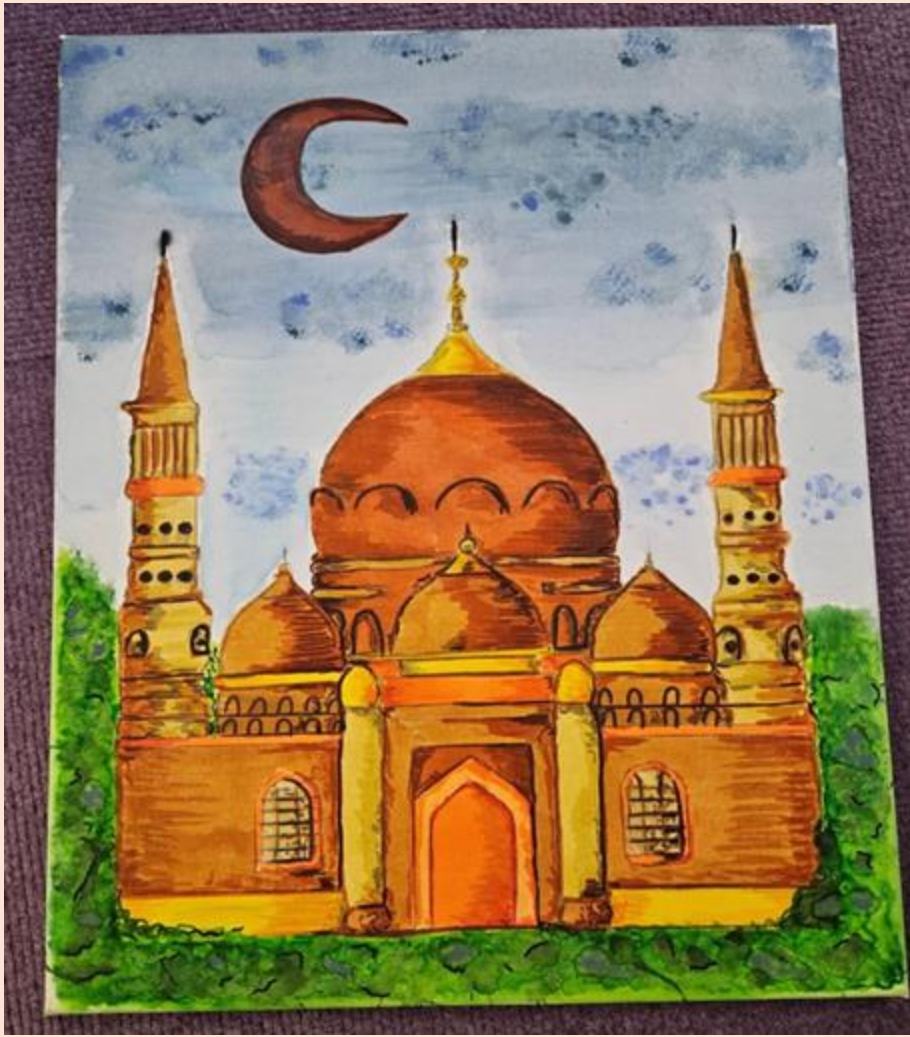
Keywords

values	principles and beliefs about the world, people and communities
belief	an acceptance that something exists or is true
worldview	a particular philosophy or a conception of the world

Blue: What is a hymn?

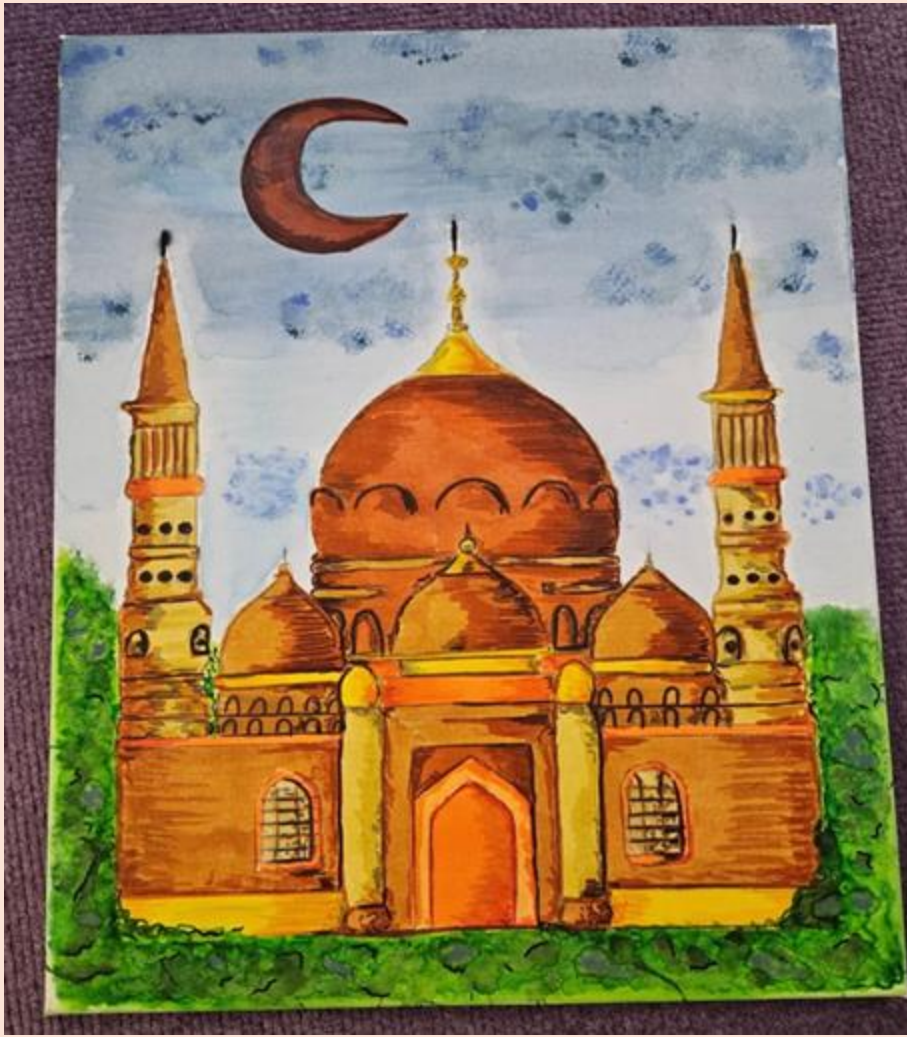
Green: What is poetry?

Challenge: What is psalm?



- What can you see in this painting?
- What do you like about this painting?
- What do you think the artist is saying about the building they have painted?
- What do you think the artist is trying to get us to think about?

What artwork have pupils made expressing beliefs?



It was created by a year 4 pupil who wanted to think about the religions in their local area.

They used strong colours in the painting to show the strong **beliefs** people who worship at this place hold.

Artwork produced by pupil at Keir Hardie Primary School

What artwork have pupils made expressing beliefs?



These digital pieces of artwork were created by year 4 pupils in their IT and RE lessons from a joint project.



They were created after visiting an Orthodox Christian Church near their school.



They used the icons they saw at the church as inspiration for this artwork.

Artwork produced by pupils at Ranelagh Primary School

What artwork have pupils made expressing beliefs?



Their teacher says, “In these images the pupils were trying to use patterns and colours that reflected something of their **beliefs**.”

Red was used to symbolise energy.

Yellow was used to symbolise happiness.

Black was used to symbolise mystery.

Artwork produced by pupils at Ranelagh Primary School



Here is a piece of Islamic art. The purpose of Islamic art is to express the spiritual and infinite nature of God (Allah) through beauty and creativity.

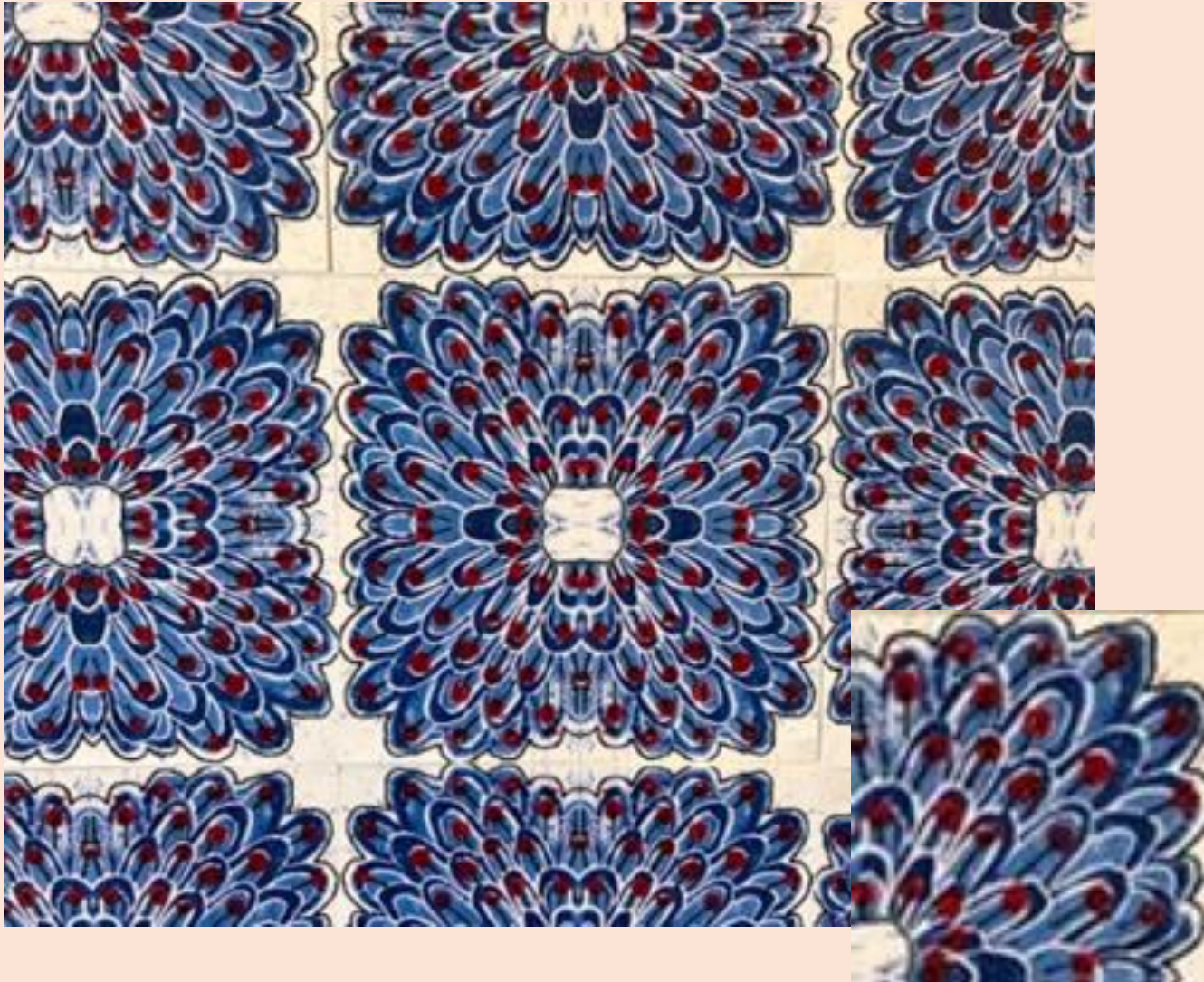
It avoids depicting living beings to prevent idolatry and instead focuses on intricate patterns, calligraphy and geometric designs that reflect harmony, order and the eternal nature of the divine.



These tiles were created from an art and RE joint project by year 5 pupils. Each pupil created a pattern that could be turned and printed, creating a bigger pattern.



These bigger patterns were then printed as tiles that could be used as pieces of art.



This artwork was created after a visit to a local mosque where pupils saw geometric shapes in tiles repeated around the mosque. Patterns like this reveal Islamic **beliefs** and **values** in God (Allah) as the bringer of harmony and order.

Make a plan for a piece of artwork that you could create, showing your **beliefs** and **values**: your **worldview**.

Think about what:

- colour palette you will use to express what you want to say
- colours to use that express the **beliefs** and **values** you want others to consider
- style and medium you would use to create your piece of art

You will create your piece in tomorrow's lesson.

My Worldview Artwork Plan

What will my artwork be?

What belief or value will it represent?

(e.g. kindness, equality, family, honesty, respect, helping others, protecting nature)

Colours I will use:

Why have I chosen these colours?

Symbols or images I will use:

Silent reading
5 minutes

Wednesday 8th July 2026

TBAT: design a project that includes repetition.

Keywords

repetition

a part of a program where one or more commands are run multiple times in a loop

algorithm

a precise sequence of steps that can be followed to do a task

Talk partners

In programming, what is **repetition**?

Repetition is a part of a program where one or more commands are run multiple times in a loop.

Why are loops useful?

Loops help you make your programs more fun and more efficient.



Lucas

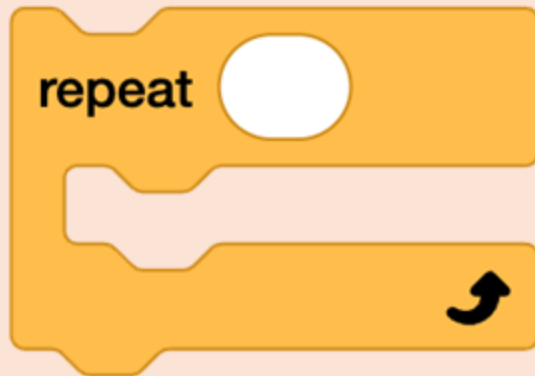
You can use a loop to make a character keep moving, or to show and hide a sprite over and over again.



Jun

A count-controlled loop repeats a section of a program a fixed number of times.

In Scratch, this is the count-controlled loop.



An infinite loop repeats without stopping. In Scratch, this is the forever loop. It is useful for repeating a sequence of actions without ending, until the program is stopped.



Open the Bat Catching project and play the game.



Watch what the bats do.

Can you spot any **repetition**?

Look closely at how the bats appear, move and disappear.

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

Open the Bat Catching project and play the game. oak.link/bat



The bats hide, show, move to random positions, and wait.

This is repeated infinitely.

Do you think all the bat sprites have the same code?

Why or why not?

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

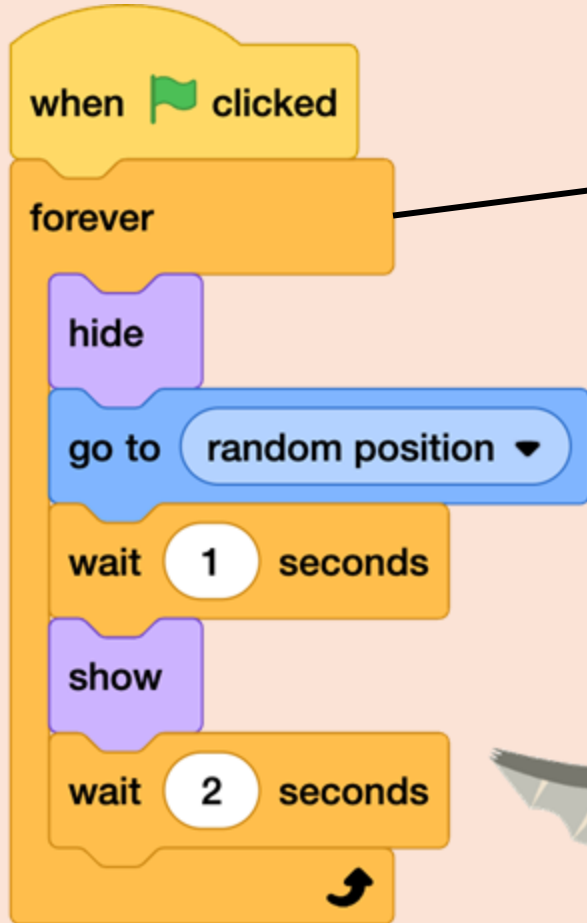
In Scratch, use the purple **see inside** button to look at the code for this project.



 See inside

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

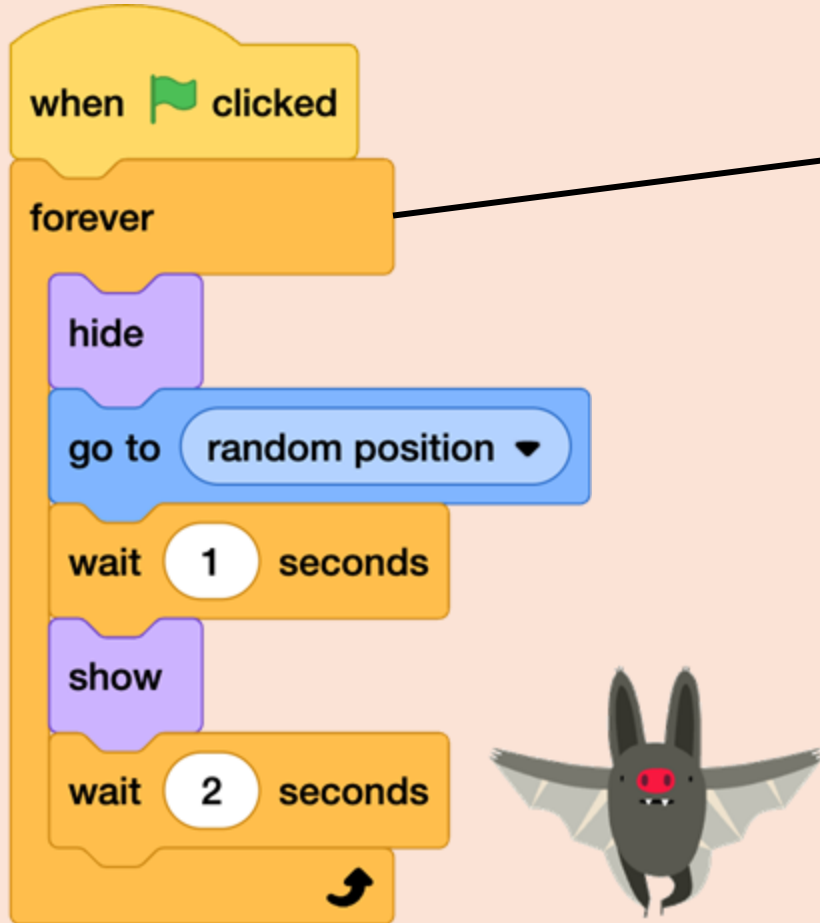
This is the code for the sprite named Bat2.



This is an infinite loop.
It repeats a section of code without ever ending.



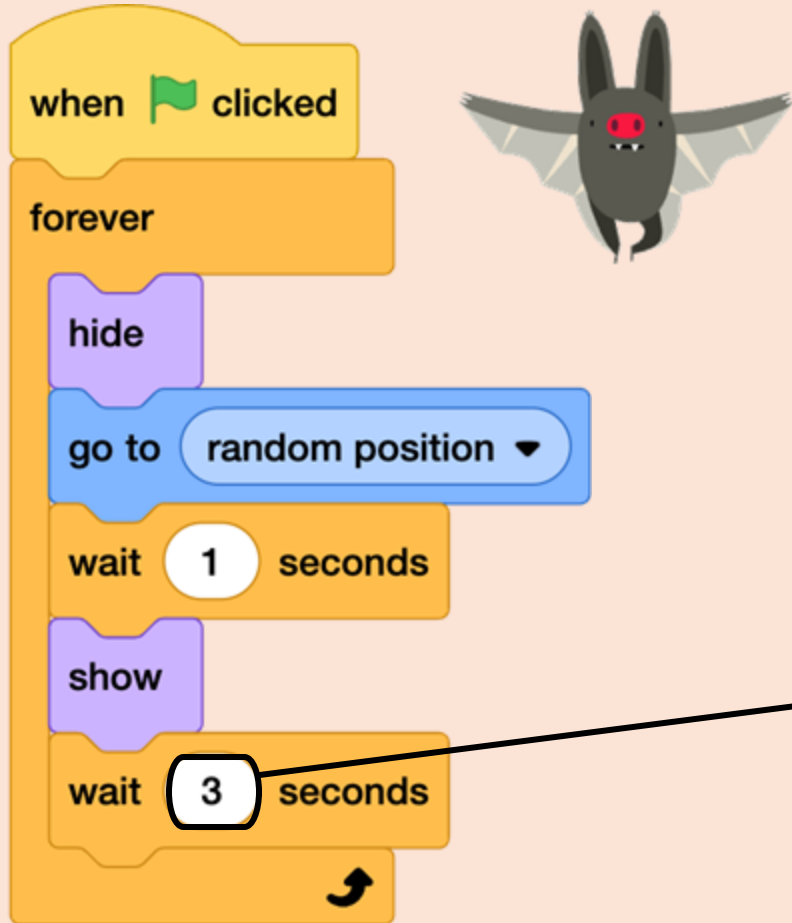
This is the code for the sprite named Bat2.



The code inside this loop makes the bat hide, wait, go to a random position, show and wait again.

This forever loop makes the bat appear and disappear over and over while the game runs.

This is the code for the sprite named Bat3.

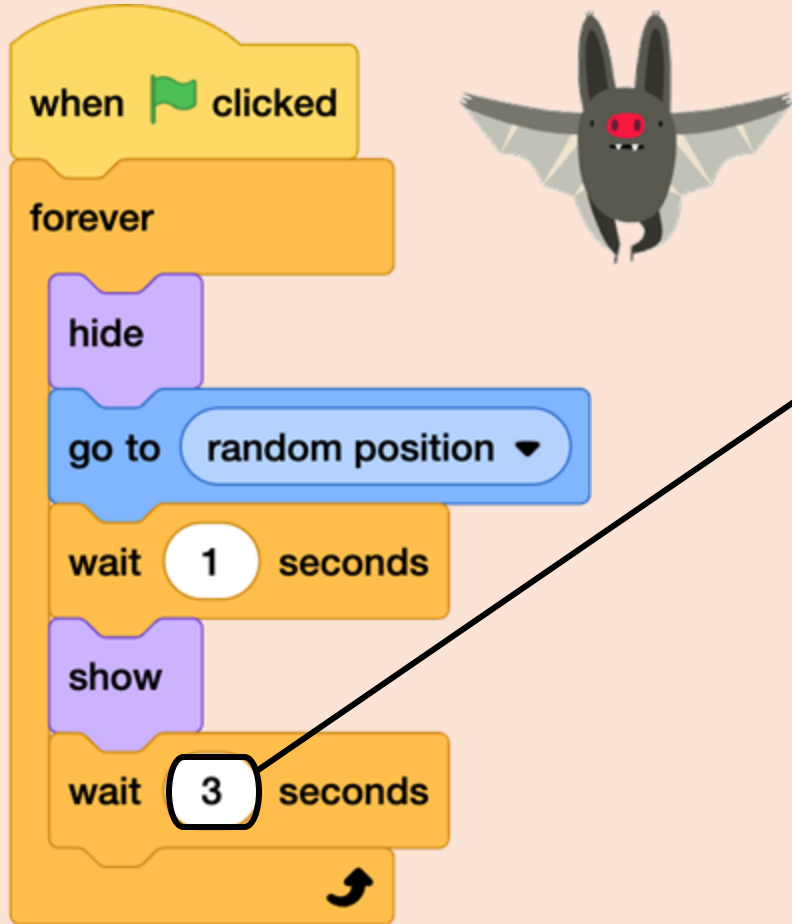


All the bats' codes use a forever loop, but the wait time in this block is different.

Bat2 had 2 seconds here as the value.
Bat3 has 3 seconds.

Why?

This is the code for the sprite named Bat3.



As the value is different for each sprite, this means that the bats don't all appear at the same time.



Aisha

It makes the game more fun!

Which sprite will appear and disappear the fastest?



a



b



c

In this part of the lesson, you will design a Scratch game similar to the Bat Catching game.

Your sprites should disappear and play a sound when clicked on and then reappear.

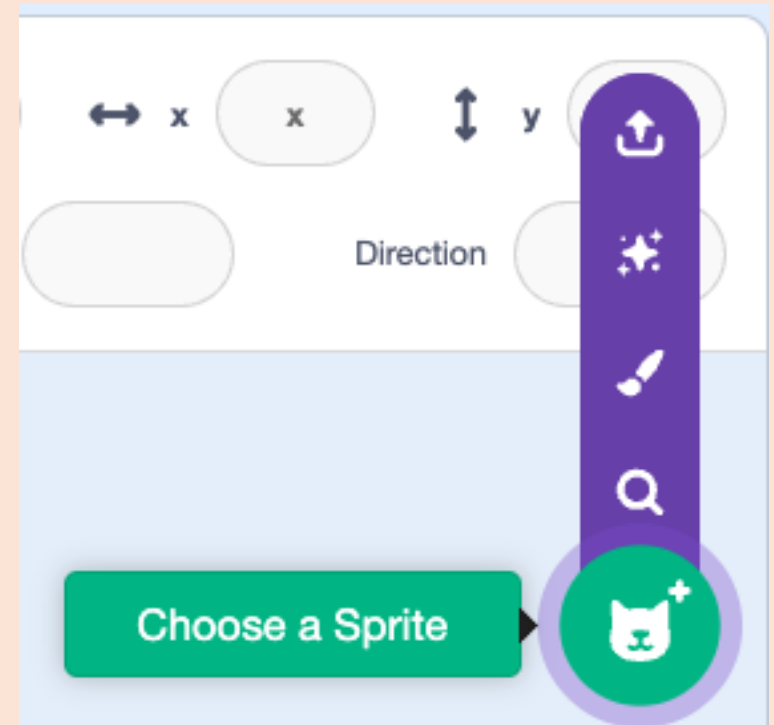
First, choose a theme.



Once you have a theme, choose what kind of sprites you want. You can look through the Scratch sprite library to get some ideas.

To open the Scratch sprite library:

1. Hover over the cat button.
2. Select the cat button to open the library.

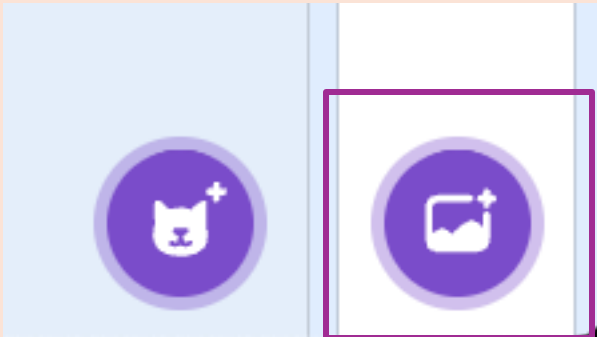


Images: Scratch is a project of the Scratch Foundation. It is available for free at <https://scratch.org>.

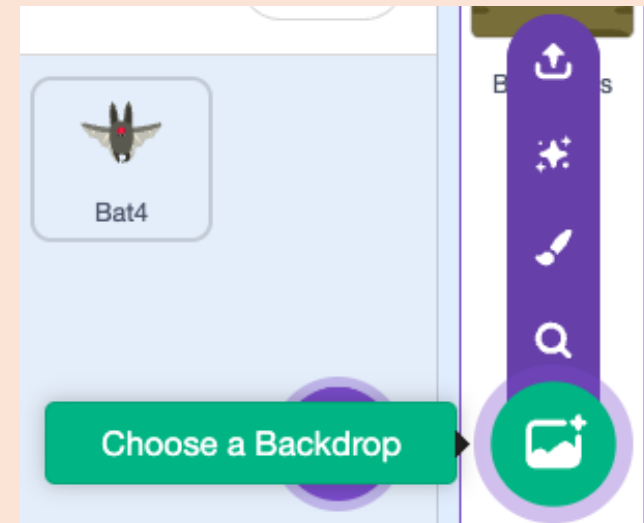
Look through the available backdrops to get ideas.

To open the Scratch backdrop library:

1. Hover over the backdrop button.



2. Select the backdrop button to open the library.



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

Each sprite in your game needs to do something interesting and they need to use **repetition**.

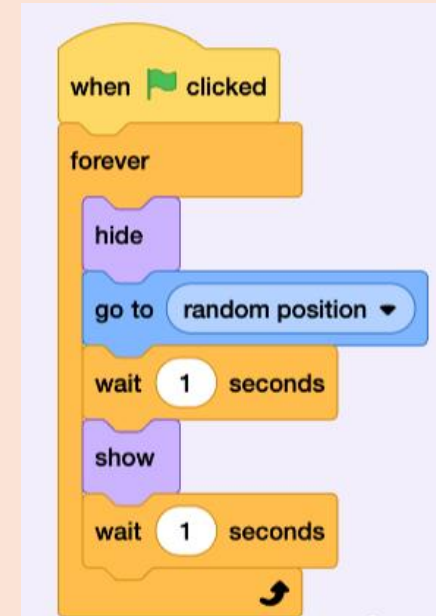
For example, your sprite might:

- hide and show
- move to a random position
- play a sound
- change appearance
- disappear when clicked

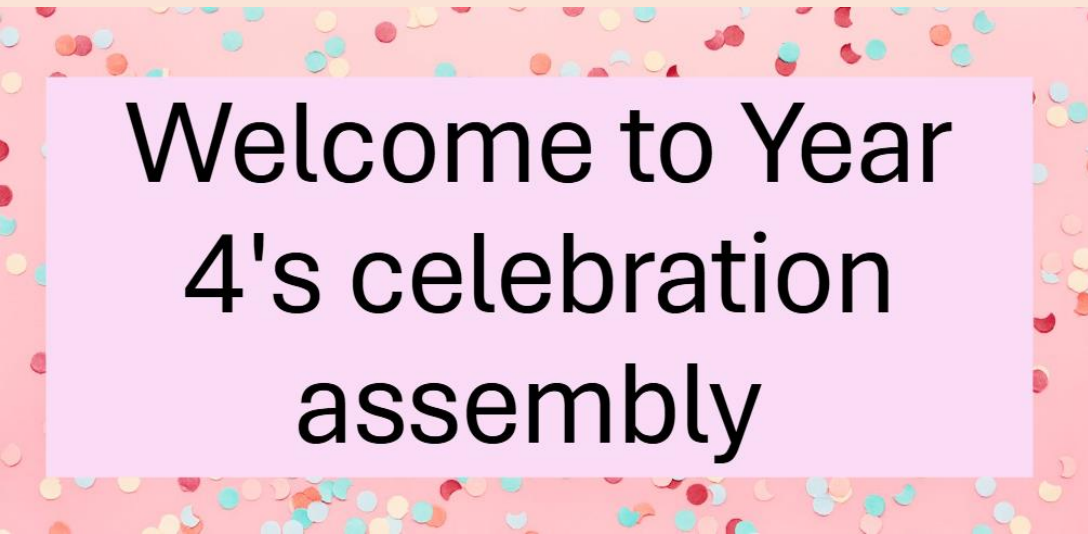
All of these actions will go inside a loop, so they will repeat.



Will all of your sprites have the same **algorithm**? Or will they be different?



Celebration Assembly rehearsal 2pm

A decorative banner with a pink background and colorful confetti (red, blue, yellow, and orange dots) scattered across it.

Welcome to Year
4's celebration
assembly