

07.09.2026

Monday 7<sup>th</sup> September 2026

Morning challenge

| ★ MONDAY ★     |                                                                                                                                                                                                                                                                               |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 08:30<br>08:50 |  Reading  Arithmetic  TTRS |
| 08:50<br>10:00 |  Times Tables  Maths                                                                                        |
| 10:00<br>10:30 |  Assembly                                                                                                                                                                                    |
| 10:30<br>10:45 |  Break Time                                                                                                                                                                                  |
| 10:45<br>11:40 |  Spelling & Word Work                                                                                                                                                                        |
| 11:40<br>12:10 |  Literacy                                                                                                                                                                                    |
| 12:10<br>13:00 |  Lunch Time                                                                                                                                                                                |
| 13:00<br>13:15 |  Handwriting                                                                                                                                                                               |
| 13:15<br>14:30 |  Humanities                                                                                                                                                                                |
| 14:30<br>15:05 |  MFL                                                                                                                                                                                       |

| Look and say | Look, say and write | Cover and write | Check and write again |
|--------------|---------------------|-----------------|-----------------------|
| door         |                     |                 |                       |
| floor        |                     |                 |                       |
| poor         |                     |                 |                       |
| because      |                     |                 |                       |
| find         |                     |                 |                       |

Challenge: use these words in a sentence

07.09.2026

TBAT: know bonds to 100 that are multiples of 5



In your book write 1 - 10  
ready to answer the daily  
10 questions.

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

07.09.2026

TBAT: know bonds to 100 that are multiples of 5

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Let's start by counting  
in our 2s together.  
2..4..6..8..10..12..14...

Now let's count in our 5s  
together.  
5..10..15..20..25...

Practice on counting stick

07.09.2026

TBAT: know bonds to 100 that are multiples of 5

3 in 3

1.  $5 \times 5 =$
2.  $2 \times \underline{\quad} = 20$
3. Sam has 6 bags of marbles, and each bag has 5 marbles inside. How many marbles does Sam have altogether?

Challenge - True or False

$$4 \times 5 = 10 \times 2$$

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TBAT: know bonds to 100 that are multiples of 5

| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
|----|----|----|----|----|----|----|----|----|-----|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Let's recap our 5 times tables and count in our 5s to 100.

What do you notice about the ones column?  
What do they all end in?

07.09.2026

TBAT: know bonds to 100 that are multiples of 5

Talk Partners:

**Why is this number sentence incorrect?**

$$65 + 45 = 100$$

**Explain this answer. (You can use your whiteboards to help you).**

**This is incorrect because...**

Dienes Blocks

07.09.2026

TBAT: know bonds to 100 that are multiples of 5

$$35 + 65 = 100$$

$$30 + 60 = 90$$

$$5 + 5 = 10$$

$$90 + 10 = 100$$

Dienes Blocks

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TBAT: know bonds to 100 that are multiples of 5

**Talk partners:**

**How can we solve this  
calculation below?**

$$25 + \underline{\quad} = 100$$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
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TBAT: know bonds to 100 that are multiples of 5

$$45 + \underline{\quad} = 100$$

$$15 + \underline{\quad} = 100$$

$$100 - 65 = \underline{\quad}$$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
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TBAT: know bonds to 100 that are multiples of 5

Talk partners (on  
whiteboards):

$$85 + \underline{\quad} = 100$$

$$55 + \underline{\quad} = 100$$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
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07.09.2026

TBAT: know bonds to 100 that are multiples of 5

Knowledge check:

$$65 + \underline{\quad} =$$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
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TBAT: know bonds to 100 that are multiples of 5

Independent task:

1.  $40 + \underline{\quad} = 100$

2.  $5 + \underline{\quad} = 100$

3.  $\underline{\quad} + 25 =$

4.  $100 - 35 =$

5. If Jess makes 85 cupcakes but she needs 100. How many more does she need to make?

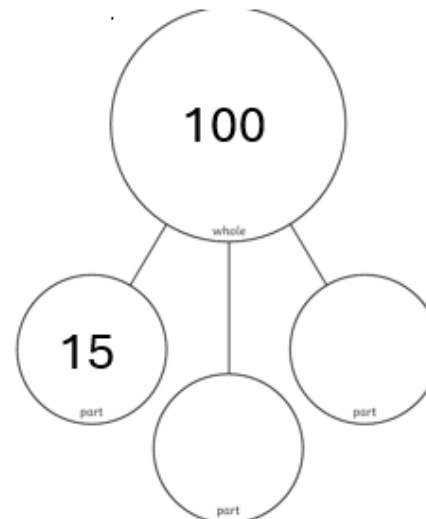
6. Ben has 100 stickers, and he gives 45 to his friends. How many does he have left?

Challenge

Sam has £1 in his pocket. He buys a chocolate bar that costs 55p. How much money does he have left?

Mastery

Mastery. How many ways can you complete the part, whole model?



Mastery with greater depth

How many combinations can you find that add up to £1?



# Assembly



# Break

# Youngs Spellings



# Monday 7<sup>th</sup> September

## TBAT: retrieve from a text.

### 3 in 3

Dear Diary,

I got to the clinic at half past 8. My first job was to check on the animals that stayed in overnight. I took the temperature of a poorly dog and was pleased to see she was much better.

It was a busy morning! First, I had a rabbit that needed its nails clipping and then a hamster who needed some medicine for a tummy ache. After that, I had a cat who needed an X-ray, a budgie who had a broken wing and a lizard with a sore leg. I was very tired by lunchtime!

1. What time did the vet get to the clinic?

He got there at \_\_\_\_\_.

2. How did the vet feel when the dog was better?

He felt \_\_\_\_\_.

3. What was the vet's first job?

His first job was \_\_\_\_\_.

Challenge: Why do you think the vet was tired at the end of the day?

Monday 7<sup>th</sup> September

TBAT: retrieve from a text.

Partner talk:

What does it mean when we retrieve from a text?

Retrieve – find specific information in a text.

Monday 7<sup>th</sup> September

TBAT: retrieve from a text.

## Vocabulary

Harbour – a walled area where boats are left

Breakwater - a big, tough wall built in the water out from the shore. It blocks rough ocean waves

Patchwork -

Stoked – added fuel to a fire to keep it burning

Partial – when you quite like something



# Monday 7<sup>th</sup> September

## TBAT: retrieve from a text.



*A*t the far end of England, a land of rocks and moorland stretches itself out into a blue-green sea. Between its high headlands lie tiny sheltering harbours where the fishing boats hide when the winter storms are blowing.

One of these harbours is so small and the entrance between its great stone breakwaters is so narrow that fishermen called it "the Mousehole".

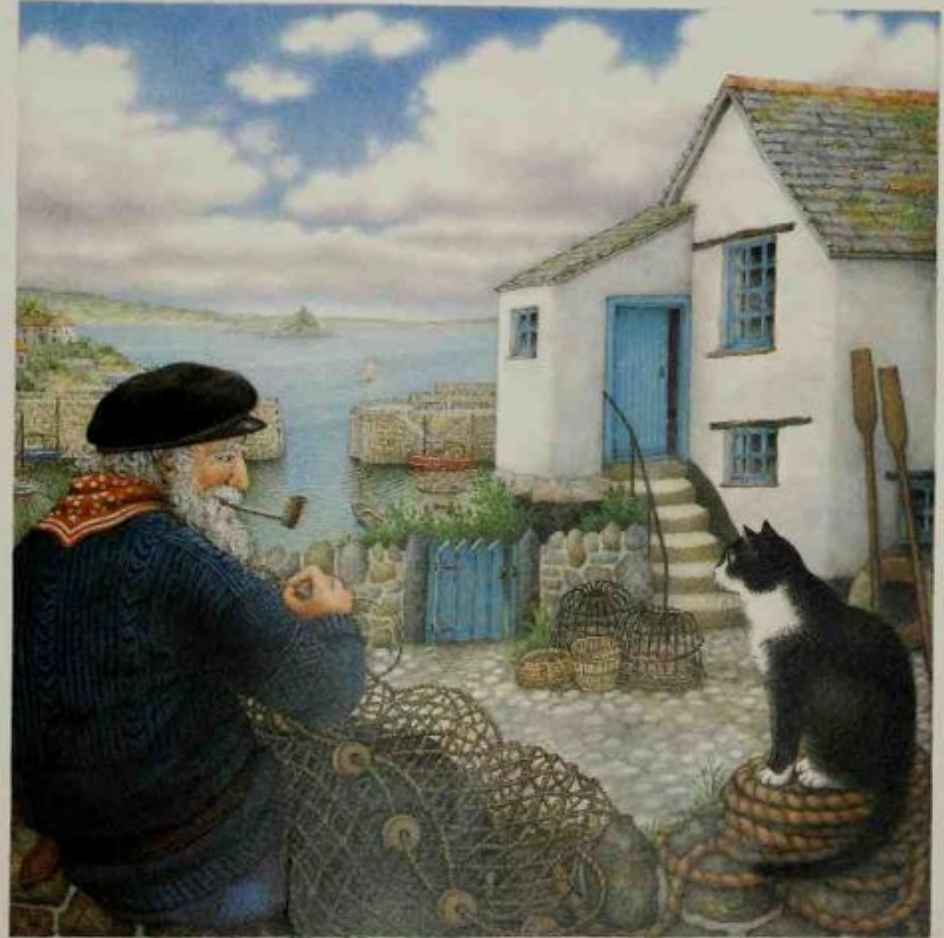
The people who lived in the cottages around the harbour grew fond of the name and they call their village Mousehole to this day.



They say it in the Cornish way, "Mowzel", but you may say it as you choose.

Once there lived in the village a cat whose name was Mowzer.

She had an old cottage with a window overlooking the harbour, an old rocking-chair with patchwork cushions and an old fisherman named Tom.



# Monday 7<sup>th</sup> September

## TBAT: retrieve from a text.



Mowzer had had many kittens in her time but they had all grown up and left home.

Her eldest son kept the inn on the quayside. It was noisy and smoky and his man had once spilled beer on Mowzer's head as he was drawing a pint.

So she did not go there very often.



One of her daughters kept the shop on the corner. It was busy and crowded and her lady had once stepped on Mowzer's tail as she was weighing out some vegetables.

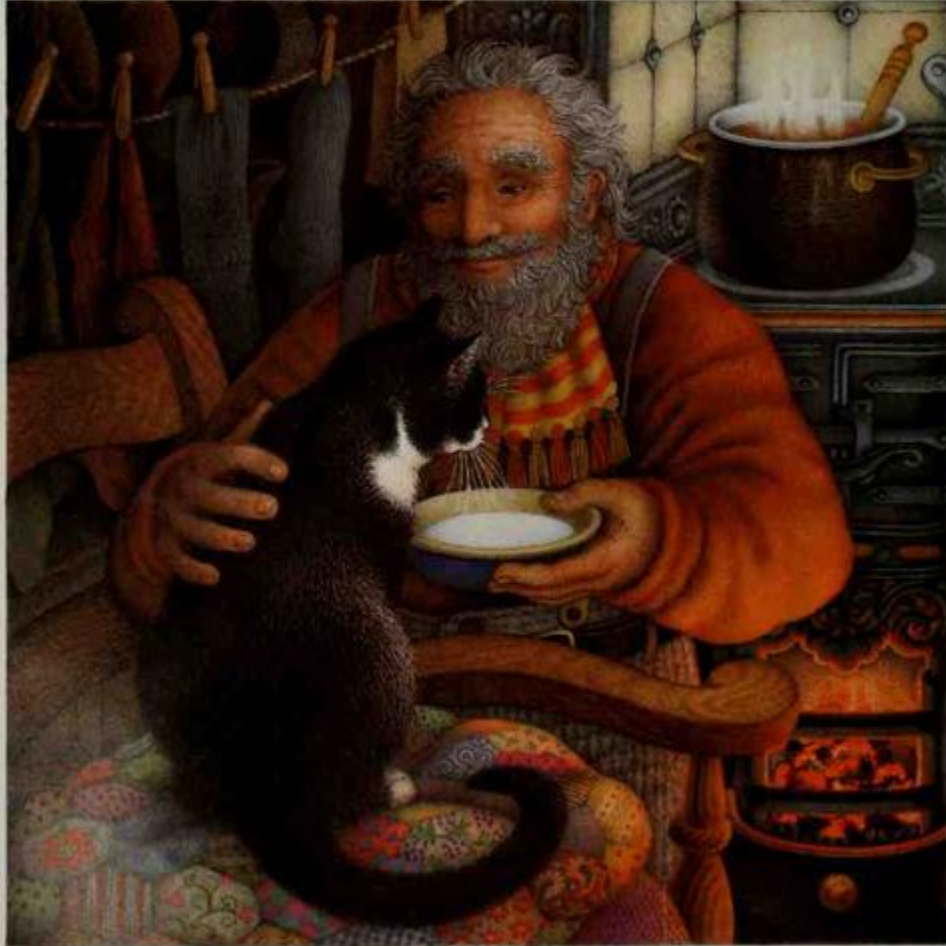
So she did not go there very often either.

Sometimes Mowzer felt that her children had not trained their people properly.



# Monday 7<sup>th</sup> September

## TBAT: retrieve from a text.



Her own pet, old Tom, was very well behaved. He never spilled the cream when he was filling her saucer. He always stoked the range to a beautiful golden glow. He rocked the rocking-chair at just the right speed. He knew the exact spot behind her left ear where Mowzer liked to be tickled. What was more, he never wasted his time drawing pints of beer or weighing out vegetables.

When he was not looking after Mowzer he passed the day in the most useful way possible. He took his little boat through the narrow opening between the great breakwaters, out into the blue-green sea, and caught fish for Mowzer's dinner.



Mowzer was very partial to a plate of fresh fish.  
In fact she never ate anything else. But she liked a little variety.

So, on Mondays they made morgy-broth,  
Mowzer's favourite fish stew.



On Tuesdays they baked hake and topped it with  
golden mashed potatoes.



On Wednesdays they cooked kedgeriee with  
delicious smoked ling.

On Thursdays they grilled fairmaids,  
a mouth-watering meal.

On Fridays they fried launces with a knob  
of butter and a squeeze of lemon.



On Saturdays they soused scad with  
vinegar and onions.



And on Sundays they made star-gazy pie  
with prime pilchards in pastry.

All in all, Mowzer's days passed very pleasantly.



Monday 7<sup>th</sup> September

TBAT: retrieve from a text.

Partner talk

Is the story written in first person – one of the characters is telling the story, or third person – it is being told by a narrator?

How do you know?

Monday 7<sup>th</sup> September

TBAT: retrieve from a text.

How do we find the answer to this question in the text?  
What key word should we look for?

What part of England is the village of  
Mousehole in?

- a) The far end
- b) The top end
- c) The very bottom

Monday 7<sup>th</sup> September

TBAT: retrieve from a text.

Partner work on  
whiteboards.

What was the name  
of Mowzer's favourite  
fish stew?



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Monday 7<sup>th</sup> September  
TBAT: retrieve from a text.

Partner work on  
whiteboards.

What day did they  
eat kedgeree?



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Monday 7<sup>th</sup> September

TBAT: retrieve from a text.

Stick in your multiple choice  
questions.

1. Wh
- a) In
- b) In
- c) In

Her own pet, old Tom, was very well behaved. He never spilled the cream when he was filling her saucer. He always stoked the range to a beautiful golden glow. He rocked the rocking-chair at just the right speed. He knew the exact spot behind her left ear where Mowzer liked to be tickled. What was more, he never wasted his time drawing pints of beer or weighing out vegetables.

When he was not looking after Mowzer he passed the day in the most useful way possible. He took his little boat through the narrow opening between the great breakwaters, out into the blue-green sea, and caught fish for Mowzer's dinner.

Monday 7<sup>th</sup> September

TBAT: retrieve from a text.

2. Where did Mowzer like to be tickled?

- a) Behind her right ear
- b) Behind her left ear
- c) Under the chin

3. Why did he take his boat out?

He took the boat to

Her own pet, old Tom, was very well behaved. He never spilled the cream when he was filling her saucer. He always stoked the range to a beautiful golden glow. He rocked the rocking-chair at just the right speed. He knew the exact spot behind her left ear where Mowzer liked to be tickled. What was more, he never wasted his time drawing pints of beer or weighing out vegetables.

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Monday 7<sup>th</sup> September

TBAT: retrieve from a text.

4. What did they top their baked hake with?

They topped it with\_\_\_\_\_.

5. What type of fish was in the star gazey pie?

The fish was \_\_\_\_\_.

Challenge: How did they cook the launces?



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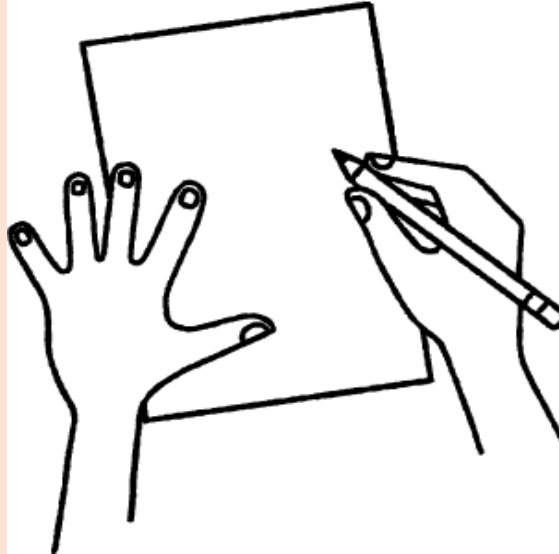
# Outcome

*I can correctly form the first join with a lead in and a lead out.*

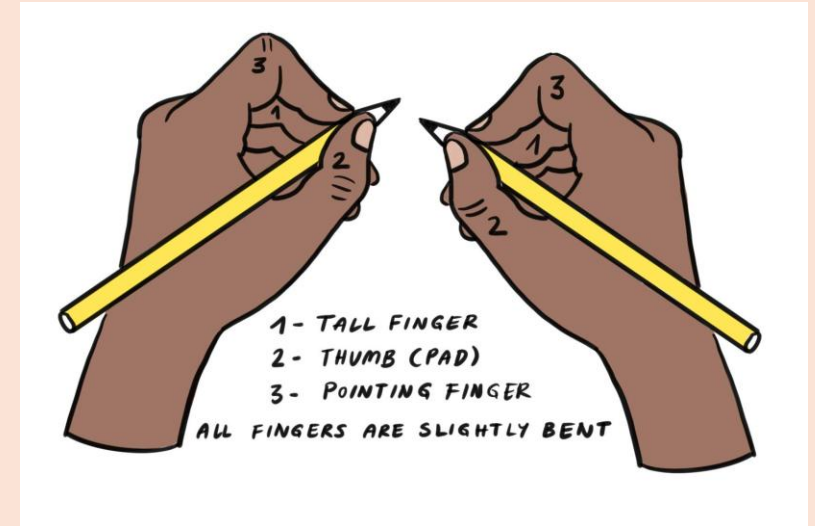
Before we start, what are these pictures reminding you to do?



- sit on a chair at a table
- feet flat on the floor
- back against the chair



- angle your paper correctly
- non-writing hand supports

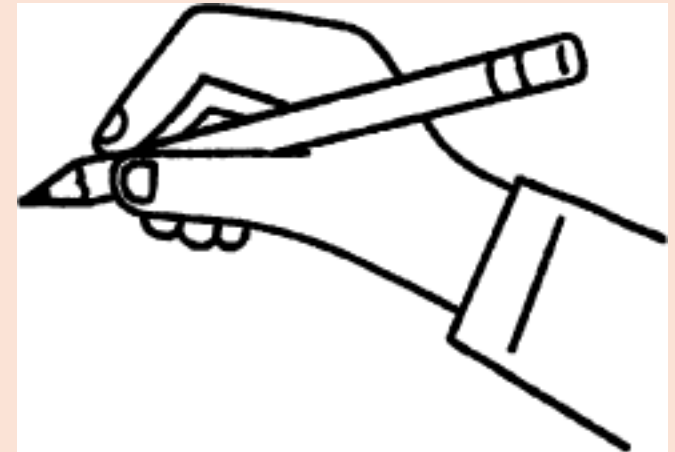


- hold your pencil in the tripod grip

Before starting to write, it is important to warm up your hand and wrist muscles.

Your hands and wrists get stronger when you exercise them.

Warming up your hands before writing will help to improve your handwriting.

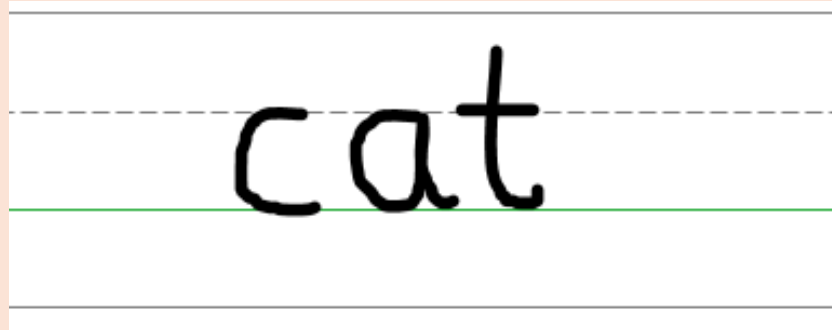




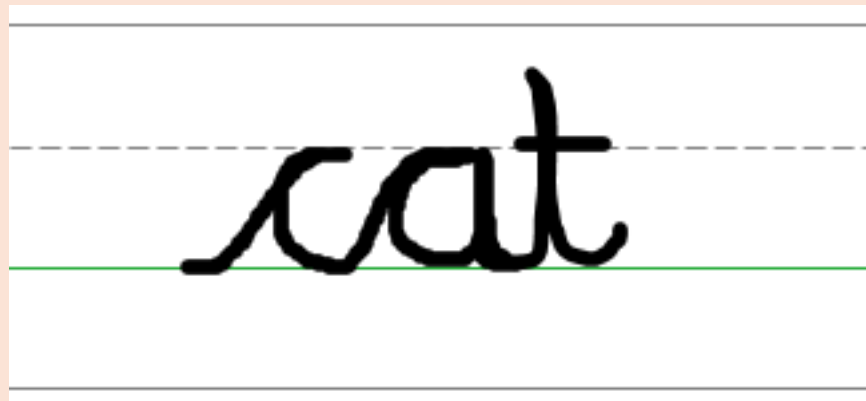
I do the *finger touch* warm-up and the *wiper wrists* warm-up.

You do the *finger touch* warm-up and the *wiper wrists* warm-up.

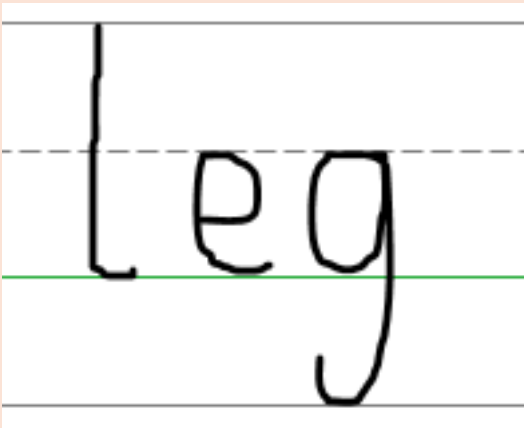
Print and cursive are the most common forms of handwriting.  
Print is when each letter is formed separately.



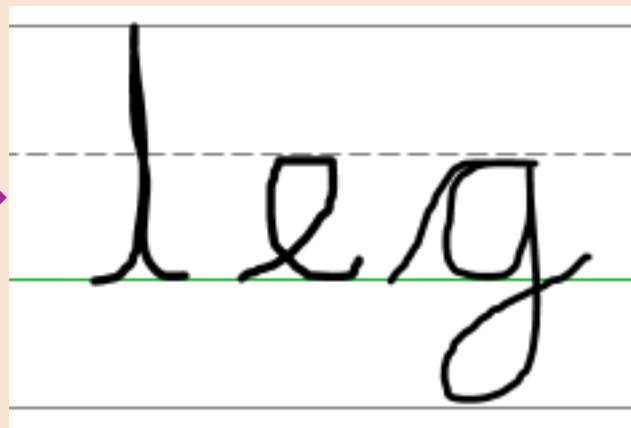
**Cursive** is also known as '**joined** up' handwriting. This involves joining the letters in a flowing manner.



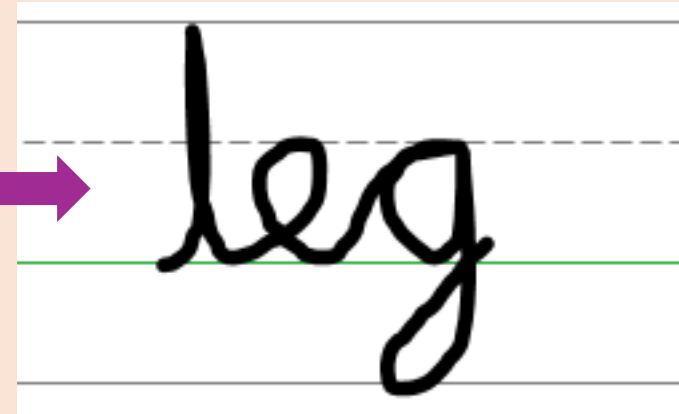
This is an example journey from print to cursive.



- print formation
- no **lead in** or **out**

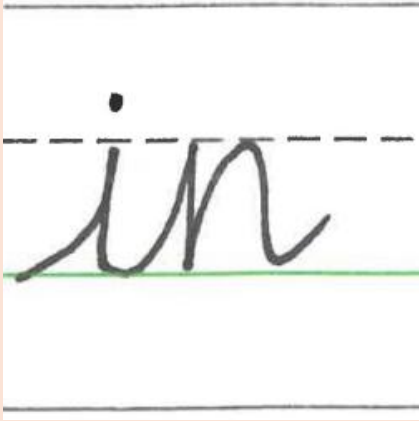


- pre-cursive formation
- **lead in** and **lead out**

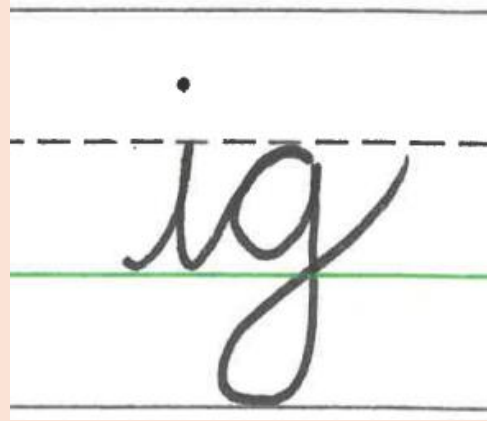


- cursive formation
- letters **joined**

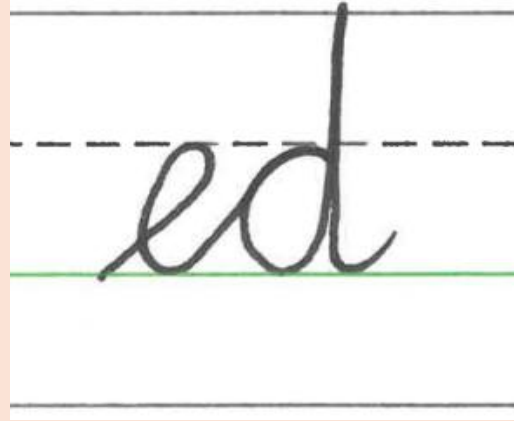
# The first join: in and ig



The word 'in' is written in cursive on a set of three horizontal lines (top, middle dashed, and bottom green). The 'i' has a dot above it and a loop that goes down to the bottom line. The 'n' is formed by a single continuous stroke that starts from the middle of the 'i' and loops back to the middle line.



The word 'ig' is written in cursive on a set of three horizontal lines. The 'i' has a dot above it and a loop that goes down to the bottom line. The 'g' is formed by a single continuous stroke that starts from the middle of the 'i' and loops back to the middle line.



The word 'ed' is written in cursive on a set of three horizontal lines. The 'e' is formed by a single continuous stroke that starts from the middle line, loops up to the top line, and then down to the bottom line. The 'd' is formed by a single continuous stroke that starts from the middle of the 'e' and loops back to the middle line.



The word 'eg' is written in cursive on a set of three horizontal lines. The 'e' is formed by a single continuous stroke that starts from the middle line, loops up to the top line, and then down to the bottom line. The 'g' is formed by a single continuous stroke that starts from the middle of the 'e' and loops back to the middle line.

**Cursive** handwriting involves **joining** letters together without lifting your pencil.

How the letters are connected together depends on which letter is **joining** to which letter.

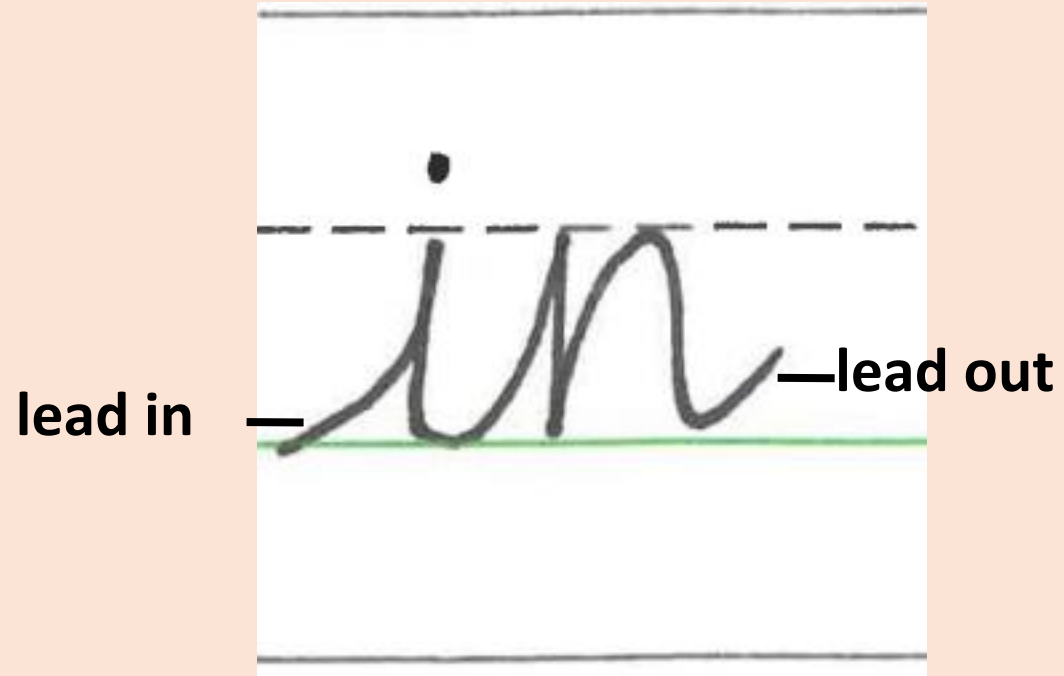
**Cursive letter joins** refers to how letters connect together.

Learning the **letter joins** will improve your cursive handwriting skills, allowing for a smooth flow of handwriting.

# The first join: in and ig

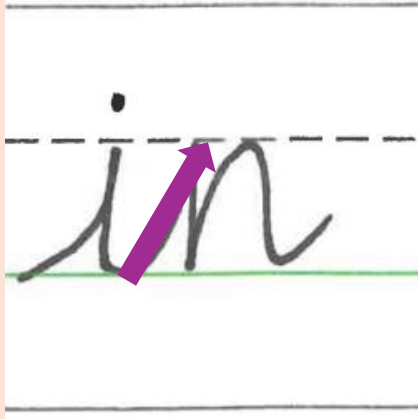
Let's look closely at examples of our first join.

What can you see?



# The first join: in and ig

What do you notice about how these letters are joined?



The first join is from the **baseline** to the **x-height line**.

a



All the letters have a **lead in** and a **lead out**.

The first letter has a **lead in** from the **baseline**.

The **join** starts at the **baseline** and goes up to the **x-height line**.

You don't lift your pencil when forming the join.

The last letter has a **lead out**.

# The first join: in and ig

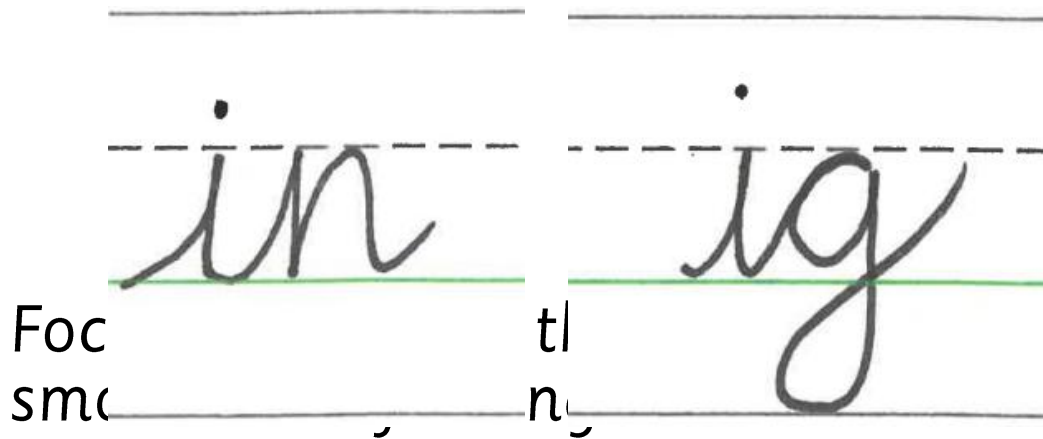


Explanation



Check

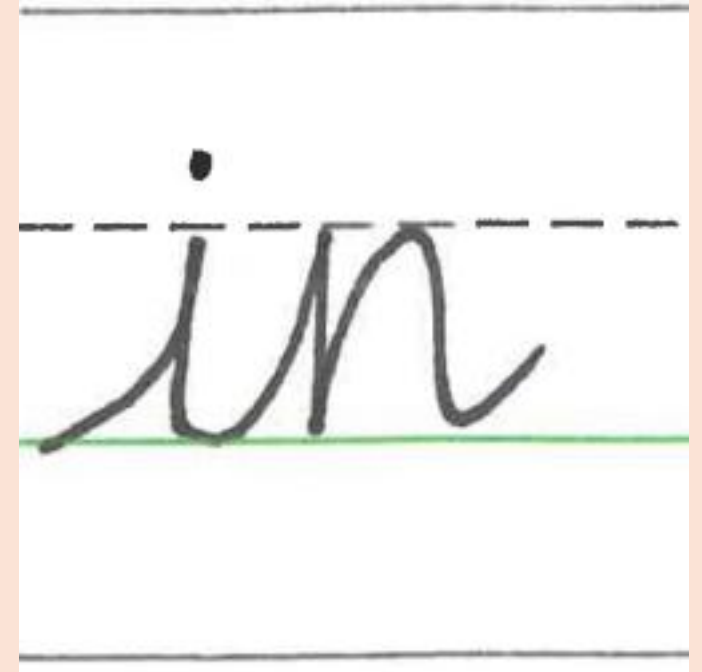
I will form the join in in the air with my finger.



You will form the joins in and ig in the air with your finger.

## Let's practise the first join: in

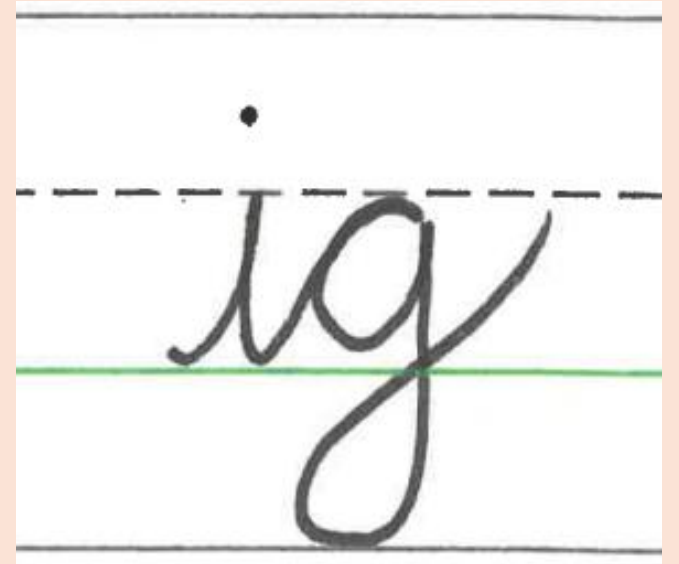
1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go'.
3. Put your pencil on the **baseline** to start your **lead in** and form the letter i.
4. To join, keep your pencil on the **lead out** and move up to the **x-height line** and form the letter n with a **lead out**.
5. Take your pencil off and add the dot at the top.



Keep your pencil flowing smoothly as you connect the letters.

## Let's practise the first join: ig

1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go'.
3. Put your pencil on the **baseline** to start your **lead in** and form the letter i.
4. To join, keep your pencil on the **lead out** and go up to the **x-height line** and go round in an anti-clockwise direction to form the letter g.
5. Finish with a **lead out** loop from the descender line to above the **baseline**.



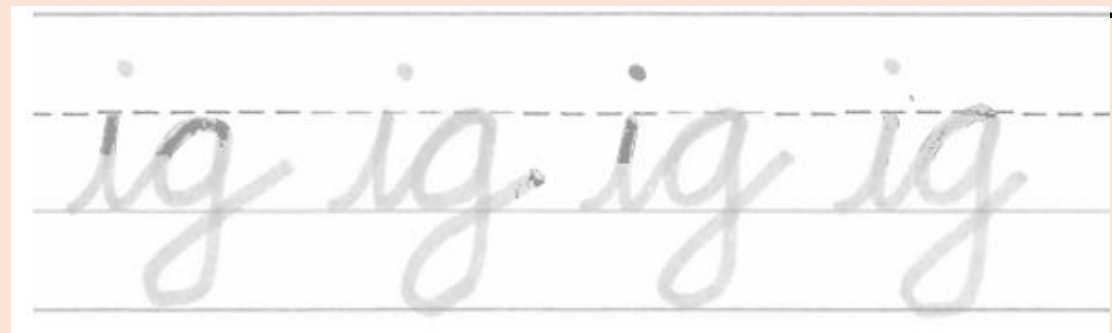
Keep your pencil flowing smoothly as you connect the letters.

1. Practise the first join: in

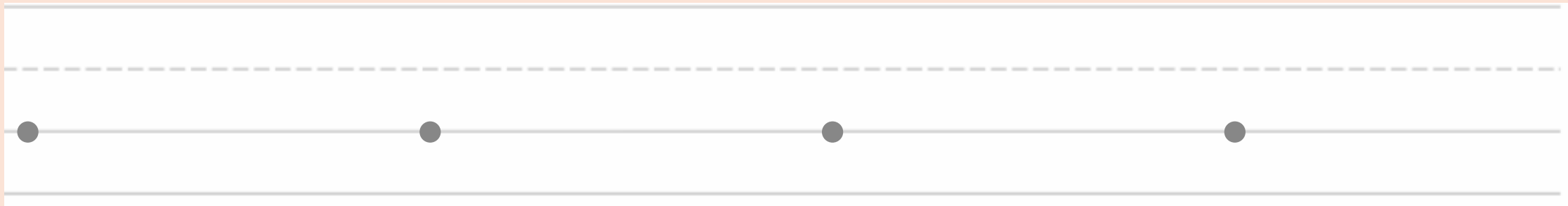
increase straight

a. Go over the grey examples.

interest weight



b. Try using the starting dot.



c. Complete two lines independently on your tramlines.

# Monday 7<sup>th</sup> September 2026

## TBAT: understand the earliest humans in Britain.

3 in 3

What is a timeline? (Tick **1** correct answer)

- ☐ A tool to help us count large numbers
- ☐ A diagram that shows events that happened in the past
- ☐ A special kind of watch to help us tell the time

Starting with the longest ago, put the times in order of when they happened. (Use numbers to show the correct order)

|  |                   |
|--|-------------------|
|  | Last year         |
|  | Before I was born |
|  | Yesterday         |
|  | Last week         |

Which action is a way of life from the past? (Tick **1** correct answer)

- ☐ Someone hunting with a spear
- ☐ Someone using a computer tablet
- ☐ Someone charging an electric car

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TBAT: understand the earliest humans in Britain.

**Homo sapiens**

The only surviving group of humans is the **Homo sapiens**.

**archaeologist**

Someone who studies human history by exploring artefacts found in the ground is an **archaeologist**.

**prehistoric**

.Something from before written history is known as prehistoric.

•Ice Age

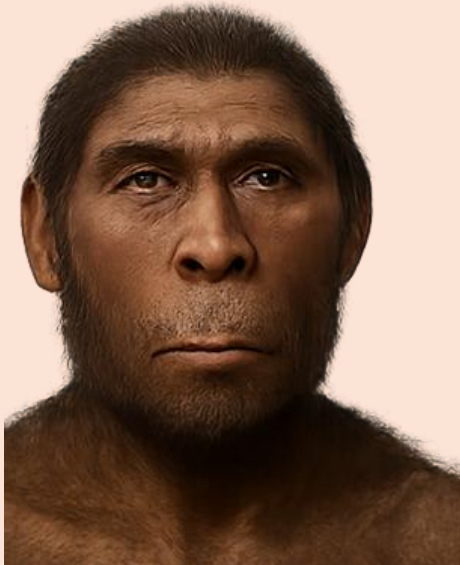
An **Ice Age** is when the Earth becomes very cold for a long period of time.

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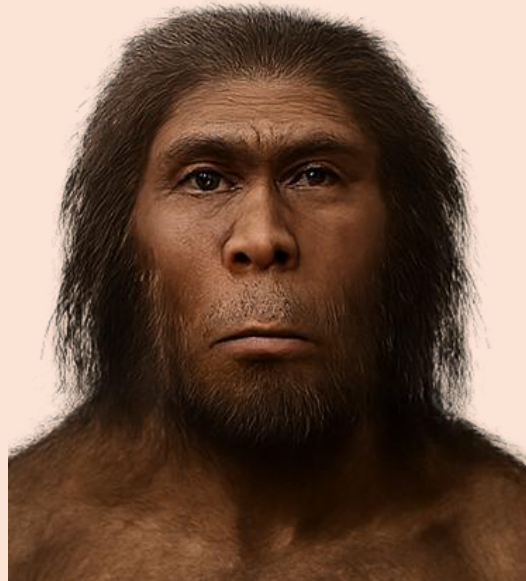
TBAT: understand the earliest humans in Britain.



Most scientists and historians believe that there were different groups of early humans in the past. Here are some illustrations of them in the order they lived in Britain:



Homo  
antecessor



Homo  
heidelbergensis



Homo  
neanderthalensis



**Homo sapiens**

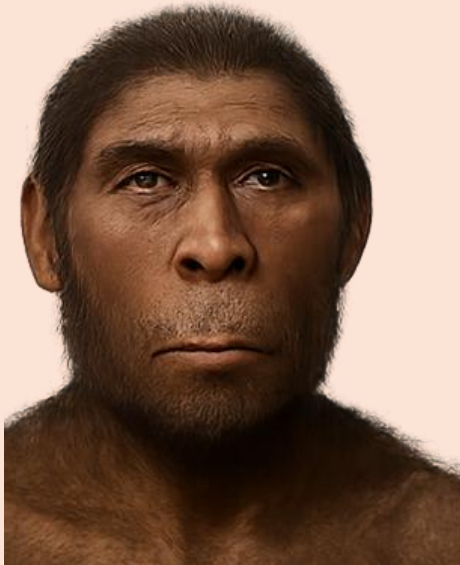
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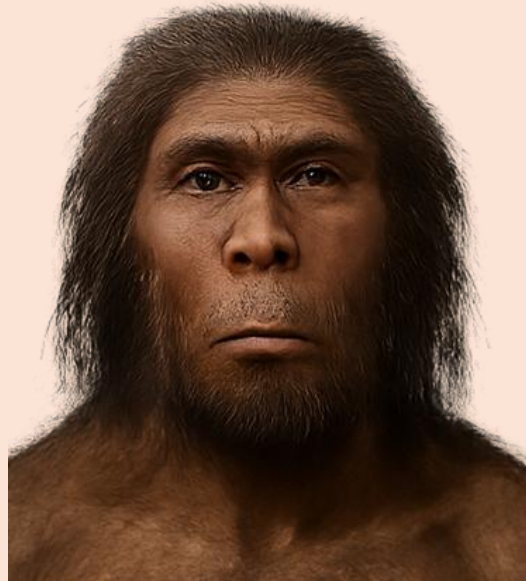


Partner Talk:

Which species of human do you think we are? Why?



Homo  
antecessor



Homo  
heidelbergensis



Homo  
neanderthalensis



**Homo sapiens**

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Footprints were discovered by **archaeologists** in Happisburgh. These are thought to be 900,000 years old and belonged to Homo antecessors.



Photo of a footprint



Map showing the location of Happisburgh

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TBAT: understand the earliest humans in Britain.



At an archaeological site in Boxgrove, **archaeologists** found teeth and bones. These are thought to be 500,000 years old and belonged to Homo heidelbergensis.



Photo of a skeleton found on an archaeological dig site



Map showing the location of Boxgrove

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TBAT: understand the earliest humans in Britain.



In Swanscombe, skull pieces have been discovered. These are thought to be 400,000 years old and belonged to Homo neanderthalensis.



Map showing the location of Swanscombe



Photo of an early human skull

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TBAT: understand the earliest humans in Britain. \_\_\_\_\_

Knowledge check:

Which **two** of the following are evidence of early humans?

**a** ancient footprints ✓

**b** bones and teeth ✓

**c** stories they wrote

**d** written records they kept

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TBAT: understand the earliest humans in Britain.



**Homo sapiens** are the only group of humans to have survived. Modern humans are **Homo sapiens**.

- **Homo sapiens** first visited Britain 40,000 years ago.
- **Homo sapiens** settled in Britain 12,000 years ago.

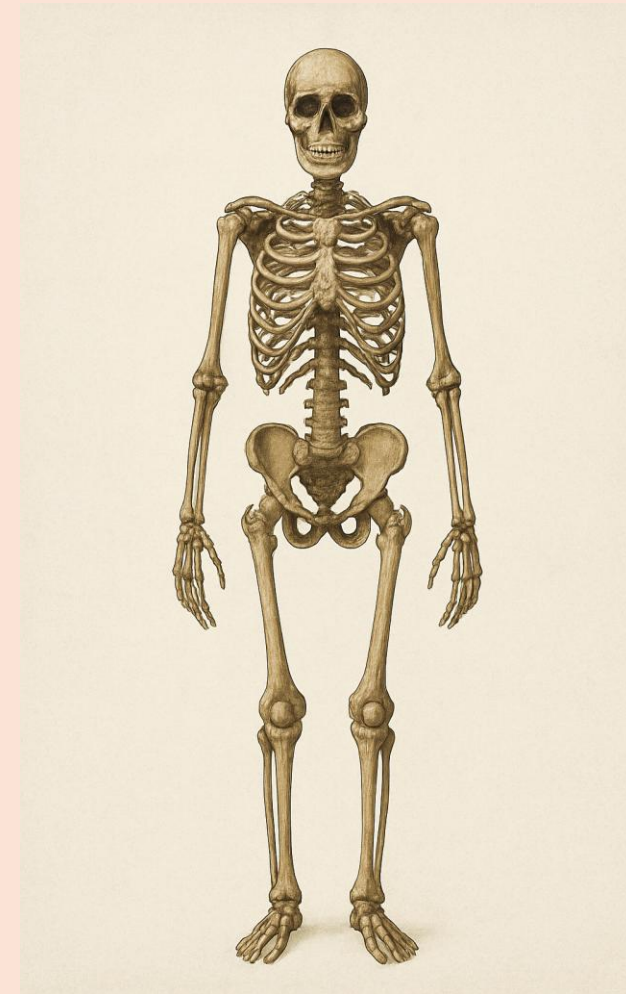


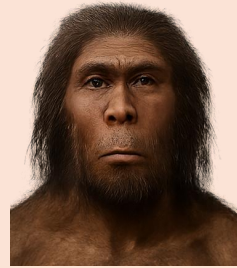
Image of a *Homo sapiens* skeleton

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TBAT: understand the earliest humans in Britain.



Homo heidelbergensis in  
Britain

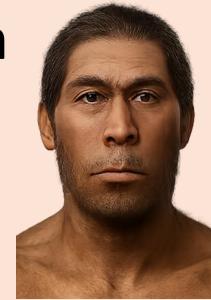


First early humans in  
Britain

900,000  
years  
ago

500,000  
years  
ago

Homo  
neanderthalensis in  
Britain



400,000  
years  
ago



Homo  
sapiens  
settled in  
Britain

12,000  
years ago

**Prehistoric history**

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TBAT: understand the earliest humans in Britain.

Starting with the earliest, put the groups of humans in order of when they are thought to have arrived in Britain.

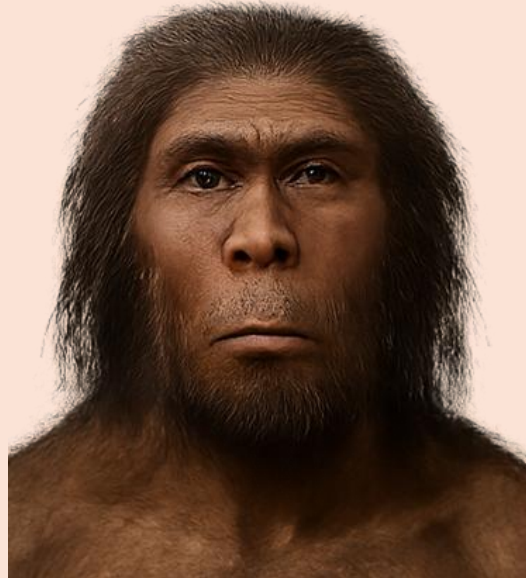
Challenge: How long ago did the first humans come to Britain?

a



Homo  
neanderthalensis

b



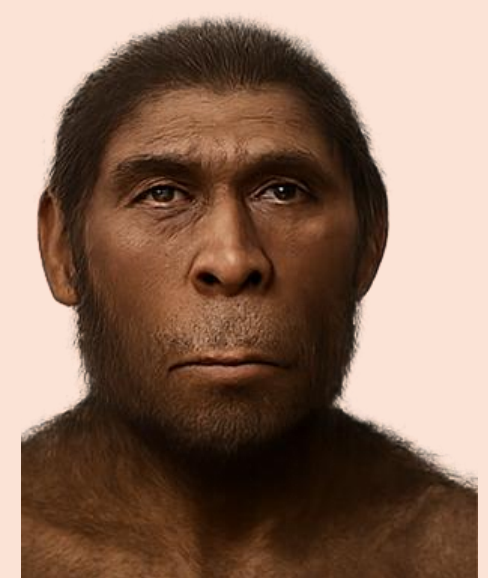
Homo  
heidelbergensis

c



Homo  
sapiens

d



Homo  
antecessor

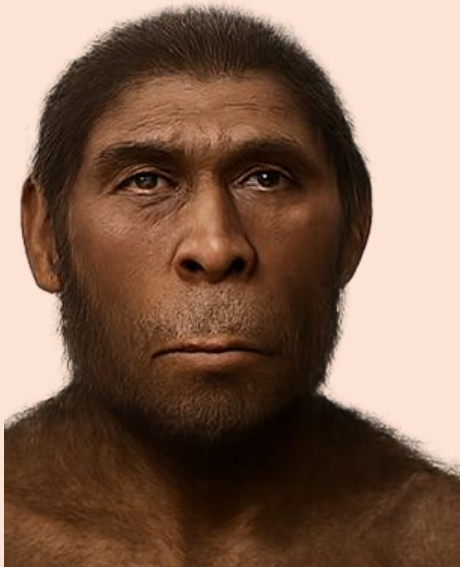
Stick in and write the order underneath.

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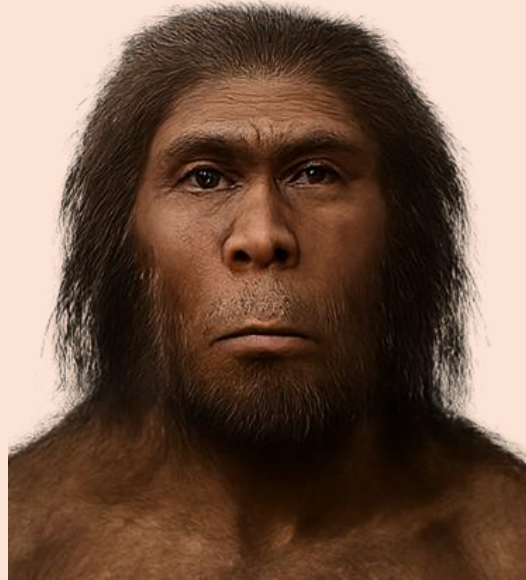
Your correct order should look like this:

d



Homo  
antecessor

b



Homo  
heidelbergensis

a



Homo  
neanderthalensis

c



Homo  
sapiens

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During **prehistoric** history, the Earth heated and cooled several times, which changed the living conditions and landscape.

Illustration of  
how the earth  
looked during a  
very cold time

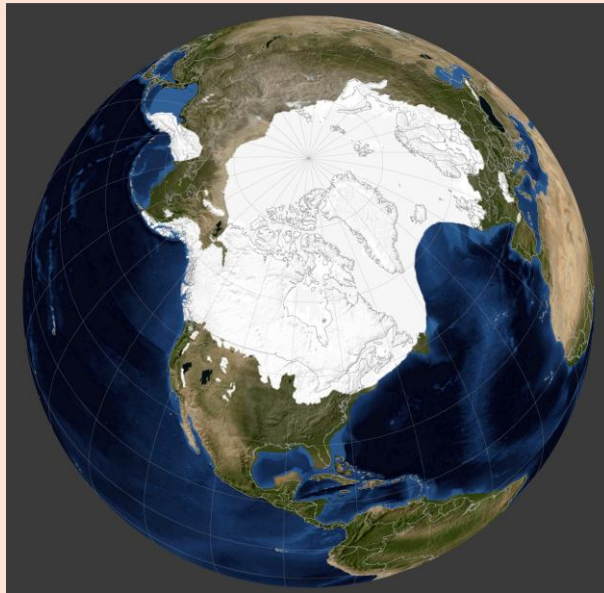


Illustration of  
how the earth  
may have  
looked during  
a hotter time

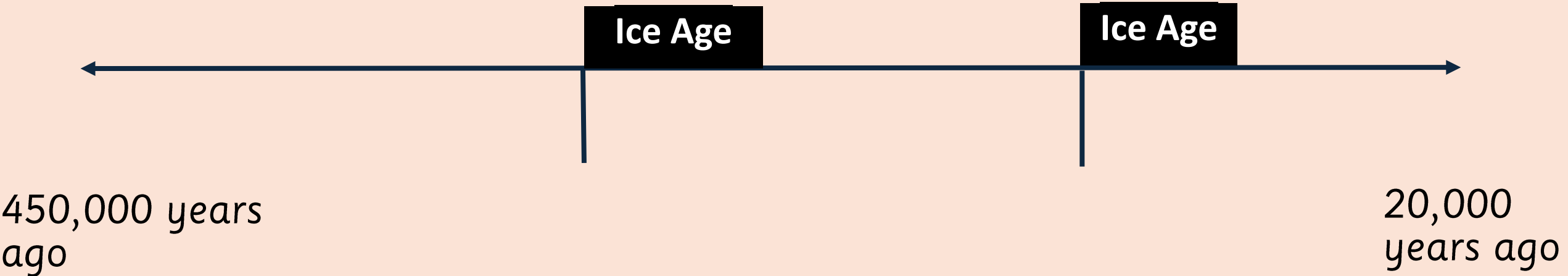


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TBAT: understand the earliest humans in Britain. \_\_\_\_\_



The **Ice Ages** are **prehistoric** times when it was very cold all over the world and large amounts of the Earth were covered in ice.

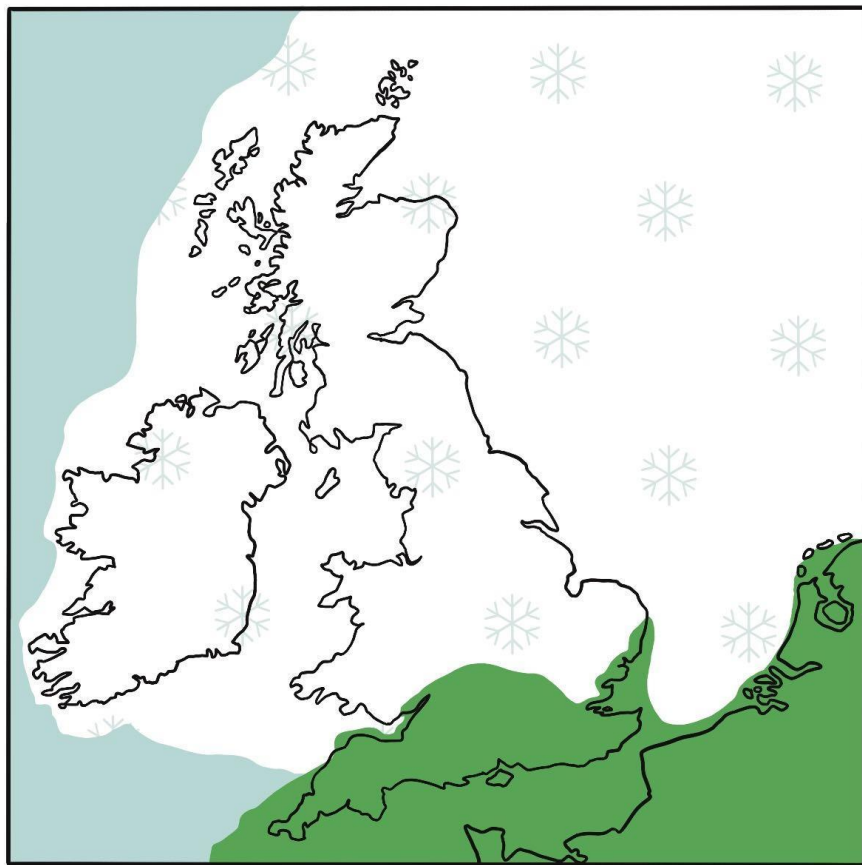


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TBAT: understand the earliest humans in Britain. \_\_\_\_\_



During the **Ice Ages** around 450,000 and 20,000 years ago, no humans lived in Britain.



This is because it  
was too cold to  
survive!

Map showing how  
much of Britain was  
covered in ice

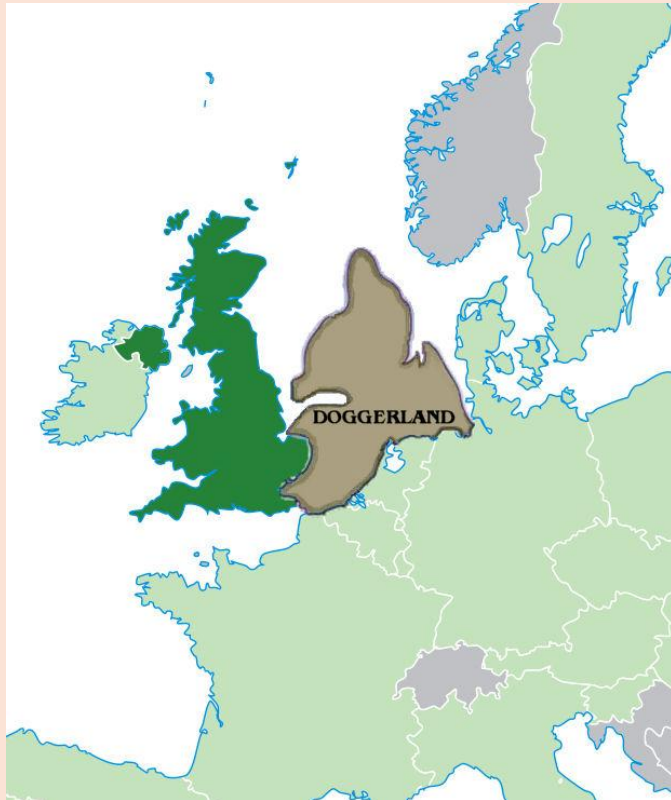


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TBAT: understand the earliest humans in Britain.



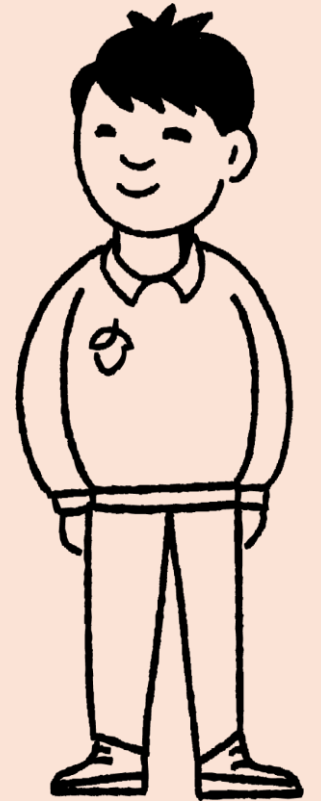
The **Ice Ages** caused the sea levels and the landscape to change. At times, Britain would not have been an island.



Early humans would have been able to walk across a land bridge to Britain!

Map showing how Britain may have been connected to Europe by land

Lost land abandoned after tsunami 8,200 years ago - BBC Newsround

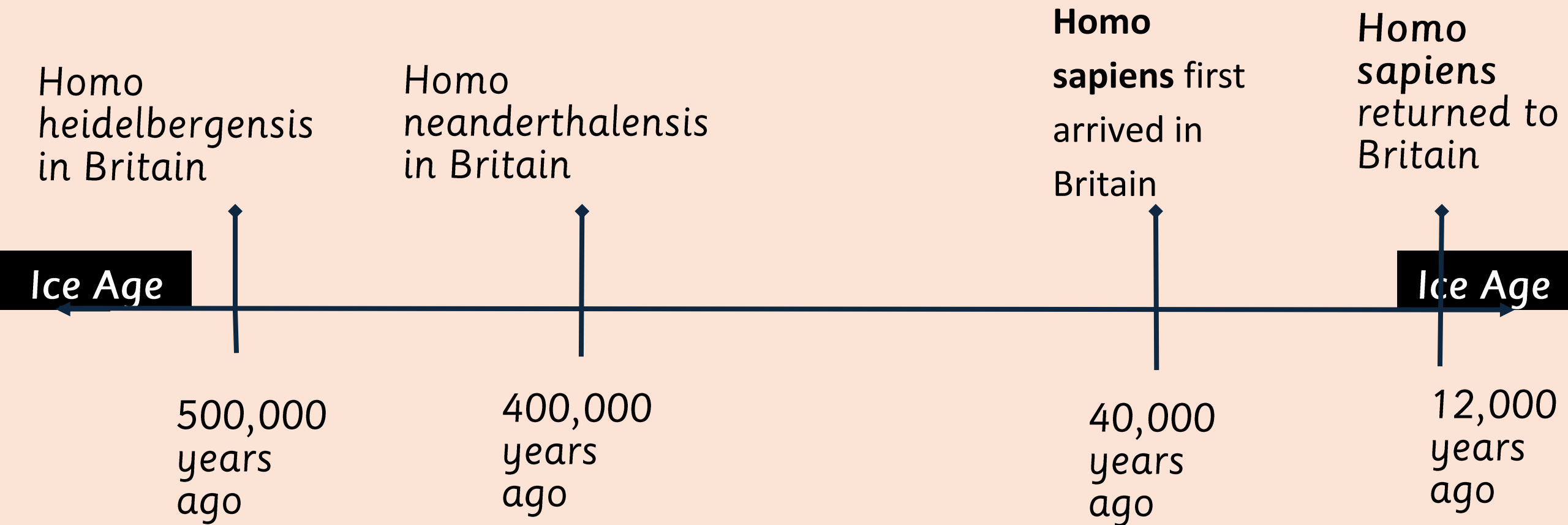


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TBAT: understand the earliest humans in Britain.



**Homo sapiens** came to Britain around 40,000 years ago, left during the most recent **Ice Age** and returned around 12,000 years ago.



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TBAT: understand the earliest humans in Britain. \_\_\_\_\_

Knowledge check:

Why did the **Ice Ages** mean there were long periods of time when no humans lived in Britain?

**a** The **Ice Ages** were in **prehistoric** times before humans existed.

**b** The **Ice Ages** were too long ago for humans to be living in Britain.

**c** During the **Ice Ages**, it was too cold for humans to survive in Britain.



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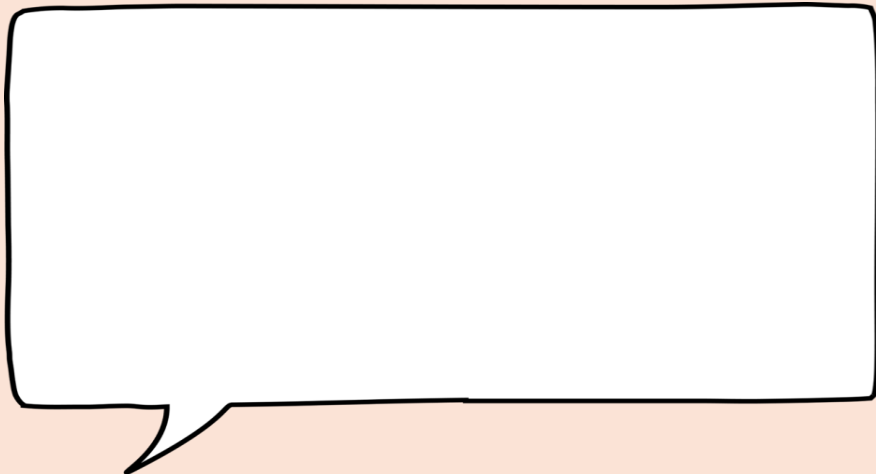
TBAT: understand the earliest humans in Britain. \_\_\_\_\_

**Partner talk:**

Give two reasons why early humans may have come to and left Britain at different times.

You might want to use these words to help you:

|          |        |            |             |
|----------|--------|------------|-------------|
| Ice Ages | warmer | sea levels | land bridge |
|----------|--------|------------|-------------|



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TBAT: understand the earliest humans in Britain. \_\_\_\_\_

You might have said:

Early humans left Britain during the **Ice Ages** as it was too cold to survive and returned as the climate became **warmer**.

At times, it might have been easier for early humans to come to Britain because of changing **sea levels**. They may have walked across the **land bridge** from Europe to come to and leave Britain.

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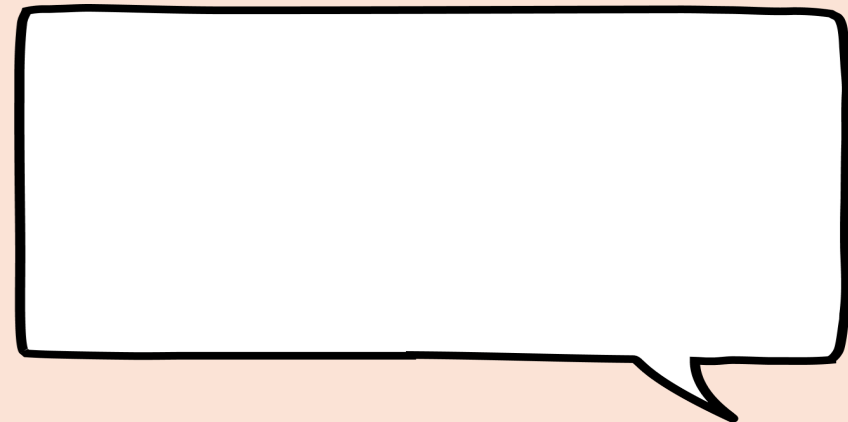
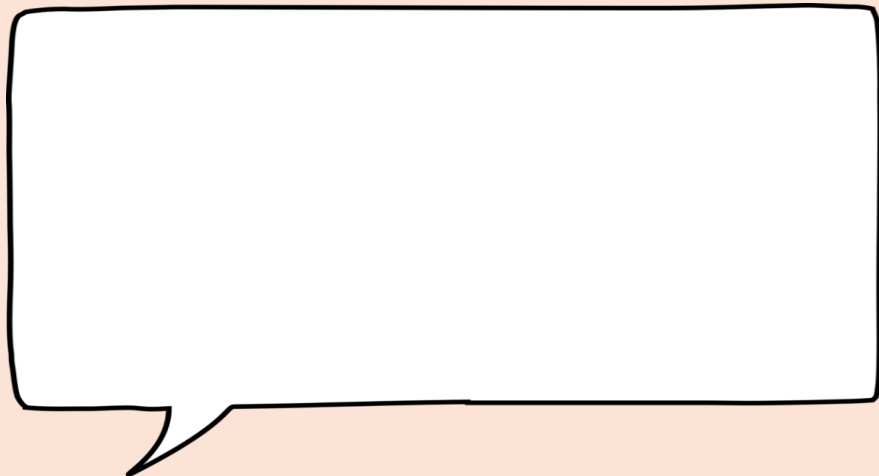
**Write two reasons in your book.**

**Humans came to Britain because...**

**Humans left Britain because...**

**Challenge:**  
Include how  
many years ago  
these events  
happened.

|          |        |            |             |
|----------|--------|------------|-------------|
| Ice Ages | warmer | sea levels | land bridge |
|----------|--------|------------|-------------|



Monday 7<sup>th</sup> September 2026

TBAT: understand the earliest humans in Britain.

Different groups of humans have come to and left Britain at different times due to the changes in climate.

The **Ice Ages** meant there were long periods in history when no humans lived in Britain.

**Homo sapiens** settled in Britain around 12,000 years ago. The only surviving group of humans is the **Homo sapiens**.

**Archaeologists** have found ancient footprints and bones in Britain belonging to different groups of humans.

Lundi 7 Septembre

TBAT: locate France and its cities on a map.

[Dashboard \(languageangels.com\)](https://www.languageangels.com)

Lesson 1



Lundi 7 Septembre

TBAT: locate France and its cities on a map.



CITIES

1. Paris
2. Lyon
3. Bordeaux
4. Marseille
5. Biarritz
6. Strasbourg
7. Nice
8. Toulouse
9. Nantes
10. Ajaccio

Monday 9th September

Answers

French

