

Tuesday 8th September 2026

08.09.26

Morning Challenge



Infer

1. Why is the girl out at night?
2. What is the name of her teddy bear?
3. Why has she taken the bear out with her?
4. Why isn't she wearing any shoes?
5. Who lives in the house?
6. Why is the light on in the house?

Predict - What will happen next?

Tuesday 8th September 2026

Close reading

What does the word **darting** tell us about how the squirrel moved?

How do you know Ben felt scared when he realised he was lost?

Lost in the Woods

It was a bright autumn afternoon when Ben and his older sister, Lily, went for a walk in Pinewood Forest with their dad. The leaves crunched beneath their boots, and the cool breeze made the trees sway gently.

As they explored, Ben spotted a red squirrel **darting** between the trees.

"Look at that!" he shouted.

Without thinking, Ben ran after it. The squirrel disappeared behind a group of tall oak trees.

When Ben stopped, he realised something was wrong.

The squirrel was gone. So were Lily and Dad.

Ben looked around. Every path seemed the same.

His heart began to race. He called out, "Dad! Lily!" but only the rustling leaves answered him.

Why did all the paths seem the same to Ben?

Tuesday 8th September 2026

Close reading

Do you think Ben made a good choice by staying where he was? Explain your answer.

At first, Ben felt frightened. Then he remembered what his dad had told him: If you ever get lost, stay calm and stay where you are.

Ben took a deep breath and sat down on a large fallen log. He listened carefully. In the distance, he heard voices calling his name.

"Ben! Ben!"

He stood up and shouted back as loudly as he could.

A few minutes later, Dad and Lily appeared between the trees. Lily ran over and gave him a hug.

"We've been looking everywhere for you!" She said. Dad smiled. "You did exactly the right thing by staying put."

As they walked back together, Ben felt **relieved**. He knew he would be much more careful on future adventures.

What does **relieved** mean?

Number these events from 1 to 4 in the correct order:

- Ben heard voices calling his name.
- Ben chased a squirrel.
- Ben sat on a log.
- Ben was reunited with his family.

08.09.26

Times tables

6 Times Table Activities

1. Count in 6s and colour in the grid:

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

2. Work out these answers:

a) $2 \times 6 =$ _____

d) $8 \times 6 =$ _____

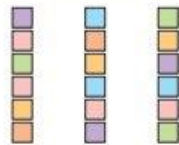
b) $12 \times 6 =$ _____

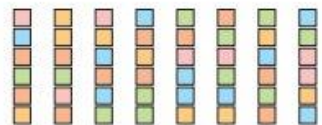
e) $7 \times 6 =$ _____

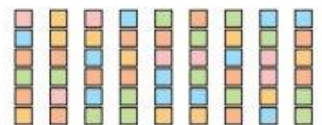
c) $5 \times 6 =$ _____

f) $6 \times 6 =$ _____

3. How many blocks are there?

a)  _____ $\times$ _____ = _____

b)  _____ $\times$ _____ = _____

c)  _____ $\times$ _____ = _____

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TBAT: add and subtract to the next multiple of 100

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

[Topmarks](#)

Level 4- 6 times tables

Key Vocabulary

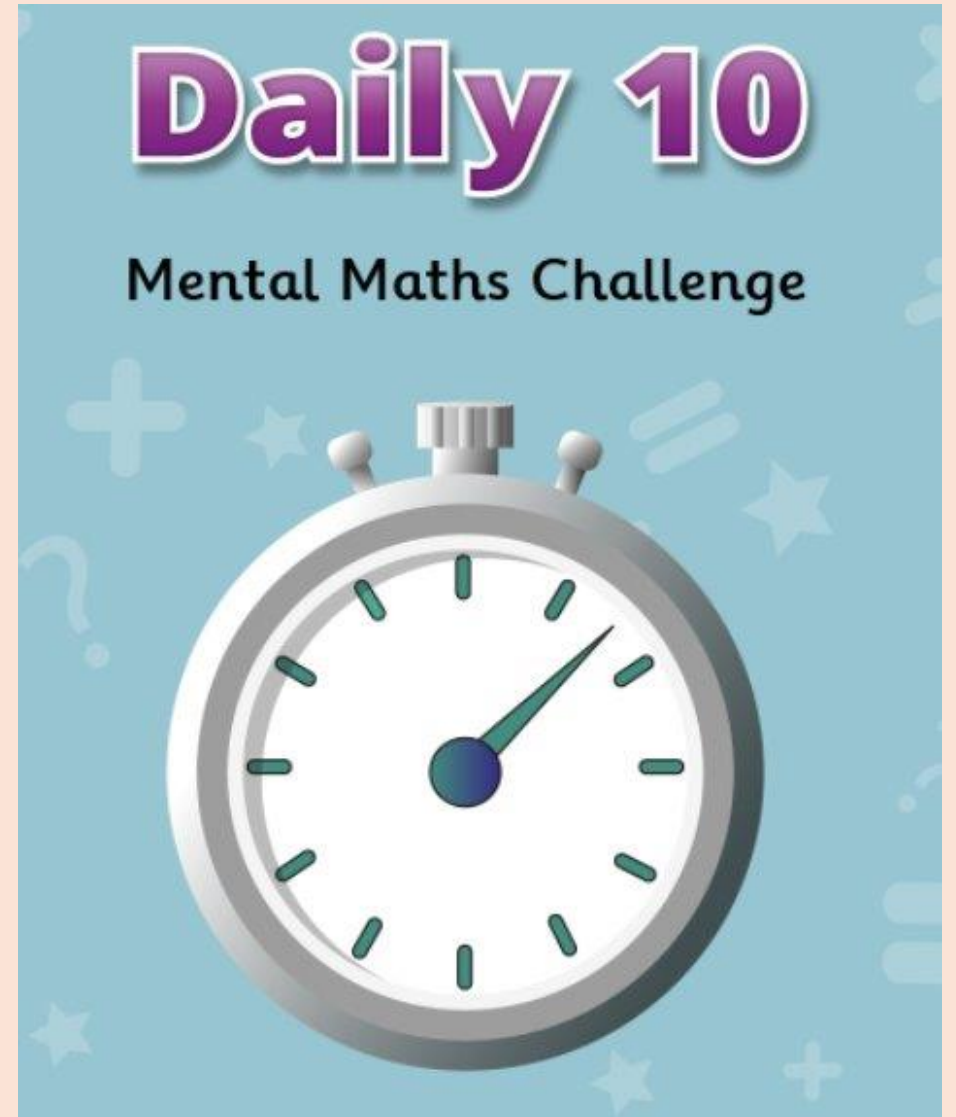
Subtract

Add

Number bond

Difference

$6 \times 1 = 6$
$6 \times 2 = 12$
$6 \times 3 = 18$
$6 \times 4 = 24$
$6 \times 5 = 30$
$6 \times 6 = 36$
$6 \times 7 = 42$
$6 \times 8 = 48$
$6 \times 9 = 54$
$6 \times 10 = 60$
$6 \times 11 = 66$
$6 \times 12 = 72$



08.09.26

TBAT: add and subtract to the next multiple of 100

Partner talk:

$$1 + \underline{\quad} = 10$$

$$2 + \underline{\quad} = 10$$

$$3 + \underline{\quad} = 10$$

$$4 + \underline{\quad} = 10$$

$$5 + \underline{\quad} = 10$$

$$6 + \underline{\quad} = 10$$

$$7 + \underline{\quad} = 10$$

$$8 + \underline{\quad} = 10$$

$$9 + \underline{\quad} = 10$$

$$10 + \underline{\quad} = 10$$

08.09.26

TBAT: add and subtract to the next multiple of 100

How can we use a hundreds square to solve this question?

$$25 + \underline{\hspace{2cm}} = 100$$

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
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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

08.09.26

TBAT: add and subtract to the next multiple of 100

We can use a hundreds square to find the difference.

Tled

$$253 + \underline{\quad} = 300$$

→ Start at 53

→ Jump 7 to reach 60

→ Jump 40 to reach 100

$$7 + 40 = 47$$

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
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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

08.09.26

TBAT: add and subtract to the next multiple of 100

We can use a hundreds square to find the difference.

Tled

$$253 - \underline{\quad} = 200$$

→ Start at 53

→ minus 3 to reach 50

→ minus 50 to reach 200

$$3 + 50 = 53$$

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
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91	92	93	94	95	96	97	98	99	100

08.09.26

TBAT: add and subtract to the next multiple of 100

Ind

Use your hundreds square to solve:

$$369 + \underline{\quad\quad\quad} = 400$$

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
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51	52	53	54	55	56	57	58	59	60
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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

08.09.26

TBAT: add and subtract to the next multiple of 100

Ind

Use your hundreds square to solve:

$$192 - \underline{\quad} = 100$$

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

08.09.26

TBAT: add and subtract to the next multiple of 100

Ind

Use your hundreds square to solve:

$$746 + \underline{\quad} = 800$$

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

Independent

Answer the following questions in your book.

Blue

$$147 + \underline{\hspace{2cm}} = 200$$

$$246 - \underline{\hspace{2cm}} = 200$$

Green

$$172 + \underline{\hspace{2cm}} = 200$$

$$627 - \underline{\hspace{2cm}} = 600$$

Challenge: $47 + 163 = 200$. True or false? Explain your answer.

Independent

$$1) 253 + \underline{\quad\quad\quad} = 300$$

$$2) 178 + \underline{\quad\quad\quad} = 200$$

$$3) 364 + \underline{\quad\quad\quad} = 400$$

$$4) 489 + \underline{\quad\quad\quad} = 500$$

$$5) 253 - \underline{\quad\quad\quad} = 200$$

$$6) 347 - \underline{\quad\quad\quad} = 300$$

$$7) 521 - \underline{\quad\quad\quad} = 500$$

$$8) 684 - \underline{\quad\quad\quad} = 600$$

RP: Poppy has 312 purple marbles. Molly has some pink marbles. Together, their marbles add up to 400.

How many marbles does Molly have?

Challenge

June has a perimeter of 546cm. She needs 64cm more to extend her perimeter to 600cm. True or false? Show your working out.

Mastery

Ashley and Kendal are adding multiples of 100.

$$1,000 = ? + 600$$



Ashley

The missing number is three hundreds.



Kendal

The missing number is four hundreds.

Who is correct? Explain how you know.

GD Mastery

$$\underline{\quad\quad\quad} - 468 = 400$$

What number must we start with to land exactly on 400?

Tuesday 8th September 2026

TBAT: use subordinating conjunctions.

3 in 3

Autumn

Autumn is the season between summer and winter. During autumn, the weather becomes cooler and the days get shorter. The leaves on many trees change colour and turn red, orange, yellow and brown before they fall to the ground. Many animals begin to prepare for winter by collecting food or finding warm places to live. Autumn is also the time when farmers harvest many fruits and vegetables.

- 1. What happens to the weather during autumn?**
- 2. What colours do leaves turn in autumn?**
- 3. Why do some animals collect food in autumn?**

Tuesday 8th September 2026

TBAT: use subordinating conjunctions.

Blue- What is a subordinating conjunction?

Green- List 3 examples of a subordinating conjunction.

Challenge- Create a sentence with a subordinating conjunction.

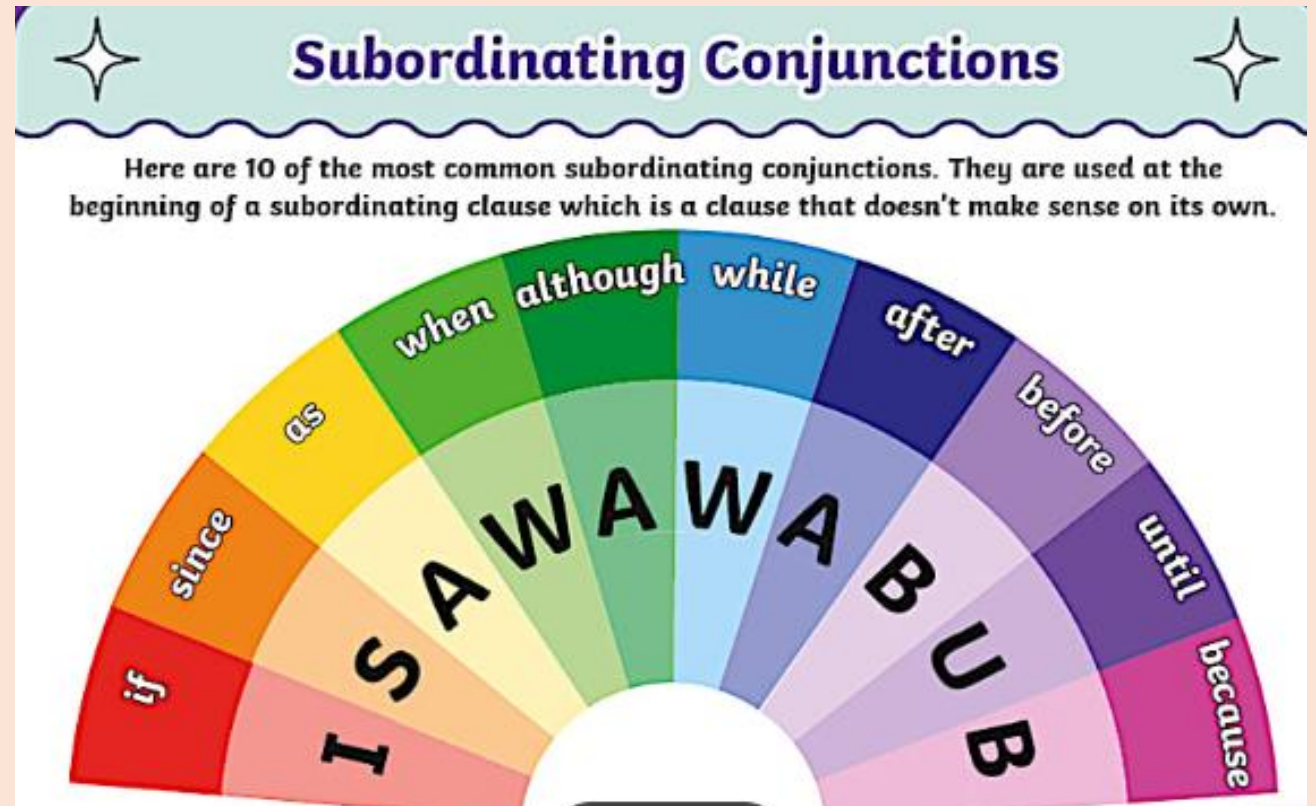
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TBAT: use subordinating conjunctions.

A subordinating conjunction joins a main clause to a smaller, extra clause that gives more detail.

Key examples:

- when, while
- although
- because, before
- until
- as, after, if, since



Tuesday 8th September 2026

TBAT: use subordinating conjunctions.

On your whiteboards, write the subordinating conjunctions in each of the following sentences.

1. Rose stopped walking **because** the tunnel looked scary.
2. **Although** Jack was excited, Rose held back.
3. They waited quietly **until** Jack stepped inside.

Tuesday 8th September 2026

TBAT: use subordinating conjunctions.

The **left-hand** side of the room are going to come up with reasons as to why Rose ***SHOULD*** go into the tunnel.

The **right-side** of the room are going to come up with reasons as to why Rose ***SHOULDN'T*** go into the tunnel.

You must use subordinating conjunctions in your answer.

For example: Rose should go into the tunnel as Jack might need help **because** it looks risky.

3 minutes- then feedback responses, alternating responses from each side.

You may have said:

Reasons Rose **SHOULD** go into the tunnel

- She doesn't want to leave Jack alone.
- She might discover something exciting or magical.
- She may regret it **if** she stays behind.
- Jack might need help **because** the tunnel looks risky.
- She could prove she is brave, **although** she feels scared.

Reasons Rose **SHOULD NOT** go into the tunnel

- It looks dark and frightening.
- She feels unsafe **when** she stands near the entrance.
- She worries something might happen to her or Jack.
- Going alone into unknown places is dangerous **because** she doesn't know what's inside.
- She might get lost **if** she follows Jack without thinking.

Book work

Write 2 sentences **FOR Rose** going in the tunnel, each using a subordinating conjunction.

Sentence starters:

Rose should consider entering the tunnel, because

Some people believe she ought to explore it, since

It could be helpful for Rose to go inside, although

Subordinating conjunctions:

- **although**
- **because**
- **when**
- **if**
- **since**
- **as**
- **before**
- **until**

Reasons Rose **SHOULD** go into the tunnel

- She might discover something exciting or magical.
- She may regret it if she stays behind.
- Jack might need help because the tunnel looks risky.
- She could prove she is brave, although she feels scared.

WAGOLL- Rose should go into the tunnel **because** she might discover something important hidden inside. She ought to explore the tunnel **since** finding answers could help everyone understand what is really happening.

Write 2 sentences **AGAINST Rose** going in the tunnel, each using a subordinating conjunction.

Sentence starters:

Rose might seem brave,
although

Many people think she
should explore, whereas

It may look exciting to go
inside, even though

Subordinating conjunctions:

- **although**
- **because**
- **when**
- **if**
- **since**
- **as**
- **before**
- **until**

Reasons Rose **SHOULDN'T** go into the tunnel

- It looks dark and frightening.
- She feels unsafe when she stands near the entrance.
- She worries something might happen to her or Jack.
- She might get lost if she follows Jack without thinking.

WAGOLL- Rose might believe she should explore the tunnel, **although** it could put her at serious risk. Some people may argue that Rose should be brave, **whereas** entering the tunnel could lead to unnecessary danger.

Tuesday 8th September 2026

TBAT: perform a physical ostinato accompaniment

[The Collins Hub Educator > Library](#) - Building – Lesson 1 – Everybody's building

Vocabulary

- chorus
- verse
- phrase
- dynamics
- unison
- pulse/beat
- score
- lyrics
- structure
- rhythm
- melody
- riff
- improvisation
- ostinato
- accompaniment

Blue – What is the structure of a song?

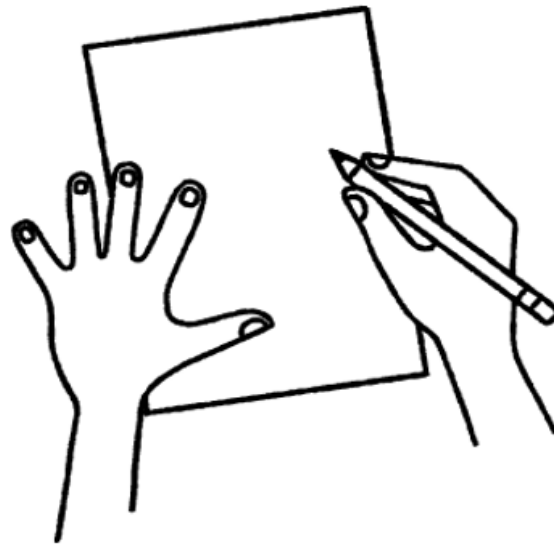
Green – What is an accompaniment?

Handwriting warm-up

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

08.09.26

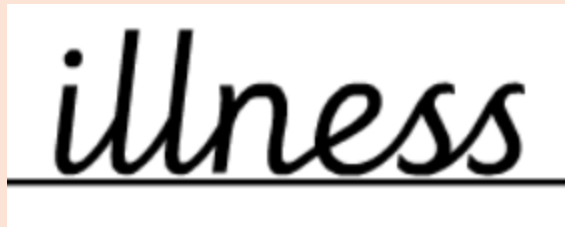
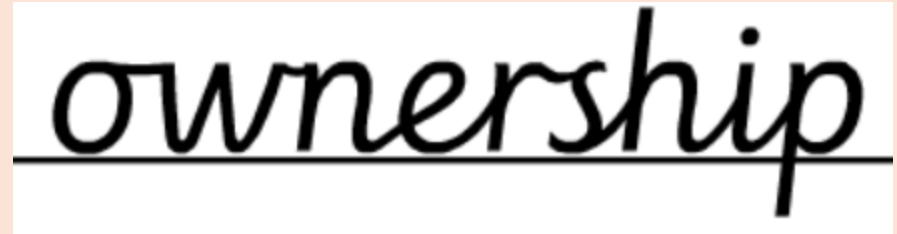
Handwriting – reviewing joins

First, practice writing the joins and then practice writing the join in a word.

Join 1

The image shows the cursive word "ness" in black ink on a white background. The letters are connected in a fluid, cursive style. The 'n' and 'e' are joined together, as are the 'e' and 's's.

Join 2

The image shows the cursive word "ship" in black ink on a white background. The letters are connected in a fluid, cursive style. The 's' and 'h' are joined together, as are the 'h' and 'i', and the 'i' and 'p'.The image shows the cursive word "illness" in black ink on a white background. The word is written on a horizontal line. The letters are connected in a fluid, cursive style. The 'n' and 'e' are joined together, as are the 'e' and 's's.The image shows the cursive word "ownership" in black ink on a white background. The word is written on a horizontal line. The letters are connected in a fluid, cursive style. The 's' and 'h' are joined together, as are the 'h' and 'i', and the 'i' and 'p'.

Tuesday 8th September 2026

TBAT: explore and describe the style and work of an architect and use it to inspire my own design ideas.

Keywords

architect

a person who designs buildings and oversees their construction

building

a structure with a roof and walls, such as a house or factory

structure

how something is built or put together

blueprint

a detailed drawing or plan used in building design



What is **architecture**?



Architecture is the art and science of designing **buildings**.

An **architect** is a person who designs **buildings** and oversees their construction.



Architects planning ideas

Architects think about how **buildings** look and function.

While **buildings** need to be safe and follow certain rules, **architects** can use creativity to make them unique.



Photograph of **architecture**

Buildings are designed for different purposes. For example, schools are designed as spaces for educating children. We can call this their **purpose**.

What might the **purpose** of this **building** be?

Throughout history, **architecture** styles have changed.



If you look at **buildings** from around the world, or at different time periods, you will notice differences in:

- forms
- materials
- shapes
- **structures**



Zaha Hadid (1950-2016) was a famous Iraqi-British **architect** known for futuristic, flowing designs. 

Her **buildings** often look like they are moving or growing naturally.

She believed **buildings** didn't have to follow traditional rules, and used curves, flowing shapes, and modern materials in her designs.

What natural forms does this **building** remind you of?

Architects don't just draw what looks good - they imagine how people will use and experience the space.



Notice how this **building** features flowing lines, light and smooth surfaces, and large open spaces.

These choices make the overall **structure** feel open and light.



Photograph of **buildings**

Architects also consider the materials that a **building** will be made from.

Depending on where the **building** is located, there may be different materials available, like concrete, glass, metal, clay, wood, or bamboo.

Making thoughtful design choices helps **architecture** to become more sustainable.

Task A

Observing architecture

From your sheet, choose an **architect** and observe examples of **buildings** they have designed.

You should:

- select a **building** to observe in detail
- make a sketch of your chosen **building**
- label the key features you observe. Look for curves, angles, materials, and **structure**

Don't worry about making a perfect drawing - focus on **noticing** and **thinking**. You have 20 minutes.

Will Alsop (1947–2018) a British architect known for his playful, colourful buildings that look more like sculptures than traditional **architecture**, such as Peckham Library in London.

Lina Bo Bardi (1914–1992) a Brazilian architect who used local materials and cultural influences to design modern buildings with a strong social purpose, like the São Paulo Museum of Art.

De Stijl (c.1917–c.1931) a Dutch art and design movement that used simple geometry, flat planes, and primary colours to create balanced, abstract designs in art and **architecture**.

Antoni Gaudí (1852–1926) a Spanish **architect** from Catalonia whose organic, nature-inspired designs, like the Sagrada Família in Barcelona, blend art, religion, and craftsmanship.

Francine Houben (1955–present) a Dutch **architect** who designs people-centred buildings that use light, water, and nature to connect architecture with the community, such as the Library of Birmingham.

Mariam Issoufou (1979–present) a Nigerien **architect** who builds sustainable structures using local materials like compressed earth bricks to keep buildings cool, such as the Hikma Community Complex.

Anupama Kundoo (1967–present) an Indian **architect** who creates sustainable, affordable buildings using local materials and traditional techniques

Maya Lin (1959–present) an American **architect** and artist who designs minimalist, reflective spaces like the Vietnam Veterans Memorial to explore memory, history, and the environment.

I.M. Pei (1917–2019) a Chinese-American **architect** known for his clean, geometric designs like the Louvre Pyramid in Paris, combining modern materials with harmony and light.

Richard Rogers (1933–2021) a British **architect** who exposed building structures and services as design features in his high-tech buildings like the Pompidou Centre in Paris.

Frank Lloyd Wright (1867–1959) an American **architect** who designed buildings in harmony with nature, such as Fallingwater and the Guggenheim Museum, pioneering open-plan and organic **architecture**.

Choose an **architect** and observe examples of **buildings** they have designed. You might have said:



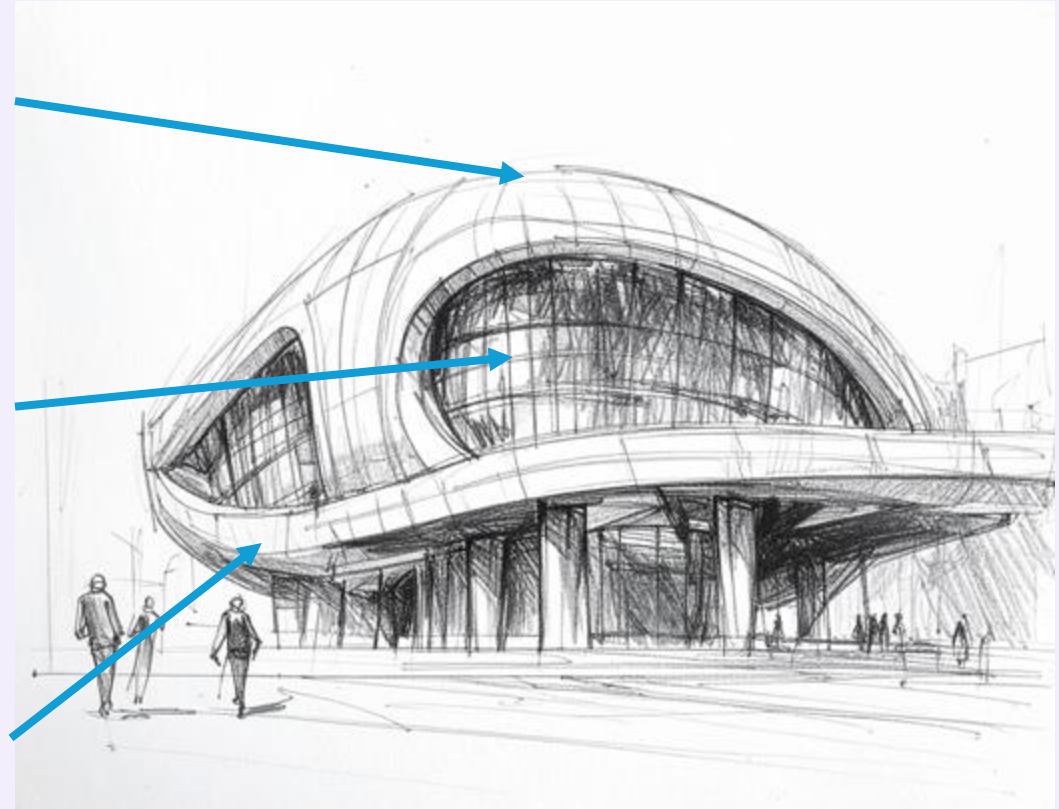
Aisha

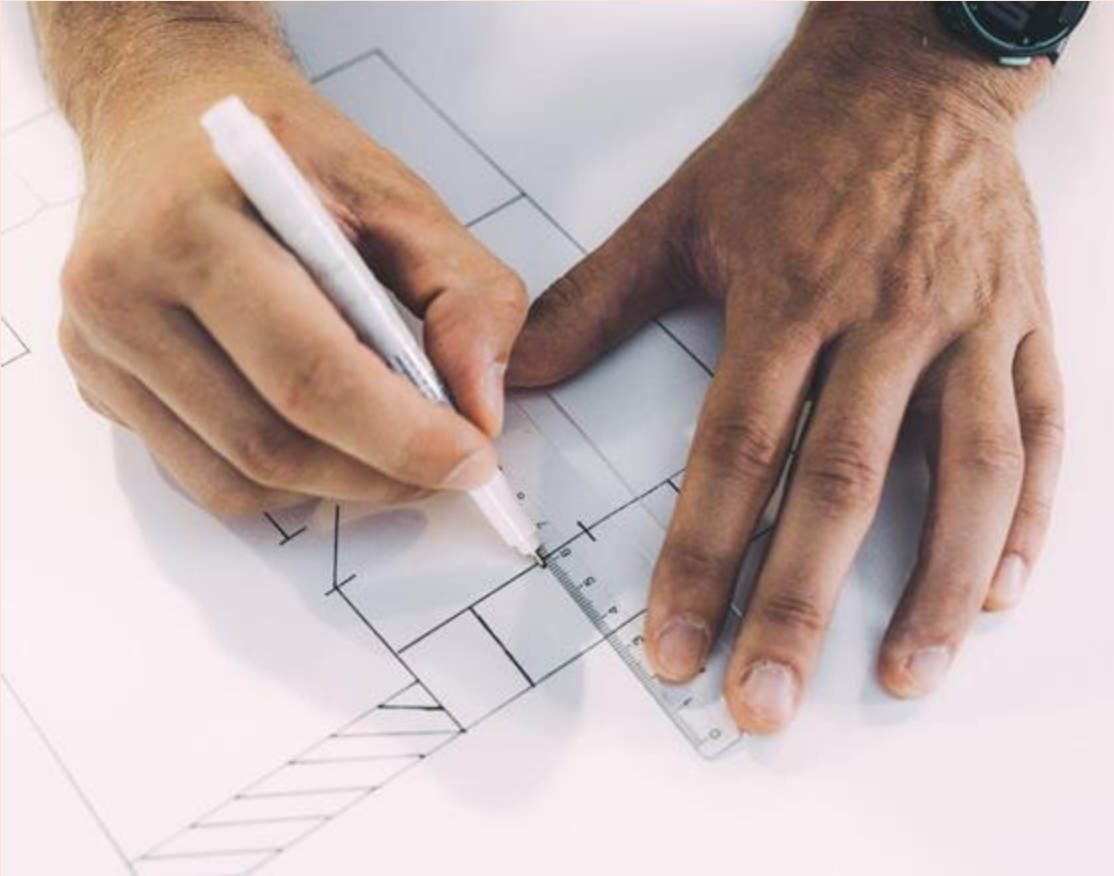
I sketched a
building designed
by the **architect**
Zaha Hadid.

rounded
roof

lots of
windows

curving shapes
and form





Architect making a **blueprint**

To help communicate their ideas,
architects use **blueprints**.

A **blueprint** is a detailed drawing or
plan used in **building** design.

Before you draw or design a **blueprint**, think about:



What is the **purpose** of the **building**? Is it a museum? A school? A place to play?

This helps your design make sense.

Discuss with a partner what your **building** design could be used for.

My **building** will be a futuristic library.

I'm designing an art gallery.

My design is for a cinema.



Aisha



Lucas



Andeep

Let's start sketching our own **buildings**.



Architect making a **blueprint**

Try to include at least two features inspired by another **architect's** style, such as the forms, shapes, or **structures** they used.

Remember the purpose for your **building**, and use this to guide the shapes, forms or materials you incorporate



Sketching **architecture**

Use your sketching skills to get the basic shapes in place.

You might use a ruler to create straight lines, or go freehand to make curvy shapes.

Think about how you can add movement in your design.

Design and sketch a **building** inspired by the **architect** you looked at in Task A.

Your design should reflect both **creativity** and **purpose**.

You should:

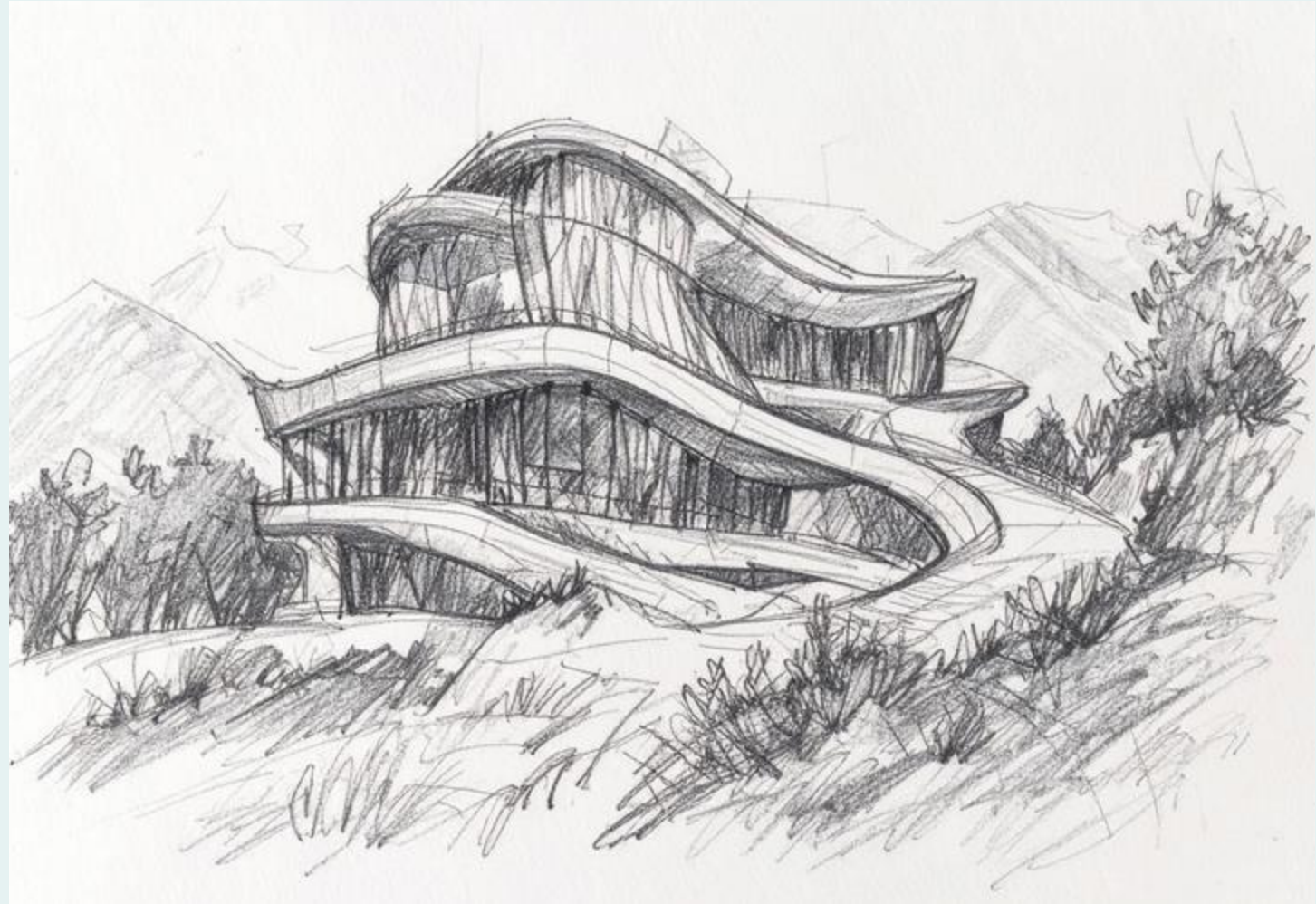
- decide on the **purpose** of your **building**
- select key design features from your inspiration **architect**
- sketch your own design applying the influence of your inspiration **architect**
- be creative and add your own personality to the design

Design and sketch a **building** inspired by the **architect** you looked at in Task A.

You might have:



Aisha



Tuesday 8th September 2026

TBAT: develop attacking skills to move towards goal

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.

Tuesday 8th September 2026

TBAT: develop attacking skills to move towards goal

Girls will get changed in Miss Parsons's classroom.

Boys will get changed in Mrs Baxter's classroom.

You MUST put all of your clothes away in your bag so your things. Please ensure everything you wear has your name or initials in, if it does not, ask an adult to label it for you.

Earrings must be out and hair must be up.

Tuesday 8th September 2026

TBAT: develop attacking skills to move towards goal

Success Criteria

- Create a 'W' shape on the ball with your fingers.
 - Hold the long sides of the ball.
- Watch the ball as it is coming towards you.

Whole Child Objectives

Social: To support my teammates when attacking.

Emotional: To try my best.

Thinking: To decide when to run or pass.

Tuesday 8th September 2026

TBAT: develop attacking skills to move towards goal

Get Set 4 PE -
Resource File
for Passing and
receiving

Passing and receiving



Key Points

Passer:

- Hold the ball on the long sides and look at your target.
- Step towards the person you are passing to.
- Swing with straight arms, hands pointing at target.



Get Set 4
Education