

Wednesday 9th September 2026

09.09.26

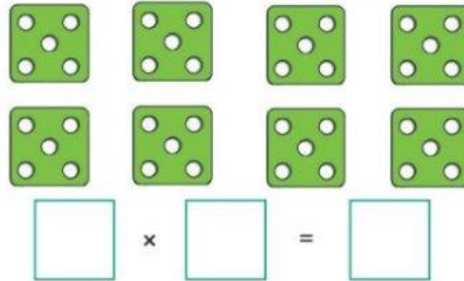
Morning Challenge

5 Times Table Maths Mastery Mat

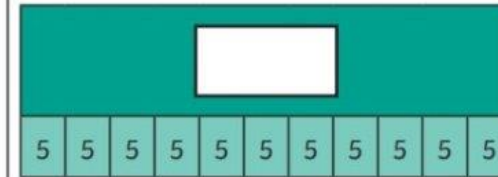
Draw an array to calculate the answer to this calculation.

$$4 \times 5 = \square$$

Write a multiplication sentence to match this image.



Complete the bar model.



Fill in the missing boxes.

$$45 \div \square = 5$$

$$\square \times 5 = 15$$

$$\square = 12 \times 5$$

Solve this problem.

Felix only has 5p coins in his money box.

He has 35p altogether.

How many 5p coins are there in his money box?



Complete the number sequences.

25		35	40		
----	--	----	----	--	--

	20	15			
--	----	----	--	--	--

Wednesday 9th September

Independently read the first 2 pages then, we will discuss the questions

Extended reading

The moonbeam is described as "a silver blade slicing through the room." What does the word **slicing** suggest about the moonbeam?

What does the word **dormitory** mean in this passage?

How do you think Sophie is feeling at the beginning of the passage? What words tell you this?

The Witching Hour

Sophie couldn't sleep.

A brilliant moonbeam was slanting through a gap in the curtains. It was shining right on to her pillow.

The other children in the dormitory had been asleep for hours.

Sophie closed her eyes and lay quite still. She tried very hard to doze off.

It was no good. The moonbeam was like a silver blade slicing through the room on to her face.

The house was absolutely silent.

No voices came up from downstairs.

There were no footsteps on the floor above either.

The window behind the curtain was wide open, but nobody was walking on the

pavement outside. No cars went by on the street. Not the tiniest sound could be heard anywhere. Sophie had never known such a silence.



[2]

Perhaps, she told herself, this was what they called the witching hour.

The witching hour, somebody had once whispered to her, was a special moment in the middle of the night when every child and every grown-up was in a deep deep sleep, and all the dark things came out from hiding and had the world to themselves.

Teacher led – pick children to help read

The moonbeam was brighter than ever on Sophie's pillow. She decided to get out of bed and close the gap in the curtains.

You got punished if you were caught out of bed after lights-out. Even if you said you had to go to the lavatory, that was not accepted as an excuse and they punished you just the same. But there was no one about now, Sophie was sure of that.

She reached out for her glasses that lay on the chair beside her bed. They had steel rims and very thick lenses, and she could hardly see a thing without them. She put them on, then she slipped out of bed and tiptoed over to the window.

Why does Sophie decide to get out of bed even though she knows she could be punished?

When she reached the curtains, Sophie hesitated. She longed to duck underneath them and lean out of the window to see what the world looked like now that the witching hour was at hand. She listened again. Everywhere it was deathly still.

The longing to look out became so strong she couldn't resist it. Quickly, she ducked under the curtains and leaned out of the window.

[3]

In the silvery moonlight, the village street she knew so well seemed completely different. The houses looked bent and crooked, like houses in a fairy tale. Everything was pale and ghostly and milky-white.

Across the road, she could see Mrs Ranee's shop, where you bought

The author describes the silence as "**deathly still.**" Why has the author chosen the word **deathly**? What effect does it have on the reader?

buttons and wool and bits of elastic. It didn't look real. There was something dim and misty about that too.

Sophie allowed her eye to travel further and further down the street.

Suddenly she froze. **There was something coming up the street on the opposite side.**

It was something black...

Something tall and black...

Something very tall and very black and very thin.

Why does the author repeat the words "**Something black... Something tall and black... Something very tall and very black and very thin**"? How does this affect the mood of the passage?

09.09.26

Times tables

Bingo

- Draw a grid like this on your whiteboard
- Write 6 numbers from the 6 times table on your bingo grid.
- Your teacher will call out multiplication questions:
"What is 2×6 ?"
- If you have the answer (e.g. 12) on your grid, cross it off.
- When all 6 numbers on your grid are crossed off, shout "BINGO!"

= 6

= 12

= 18

= 24

= 30

= 36

= 42

= 48

= 54

= 60

= 66

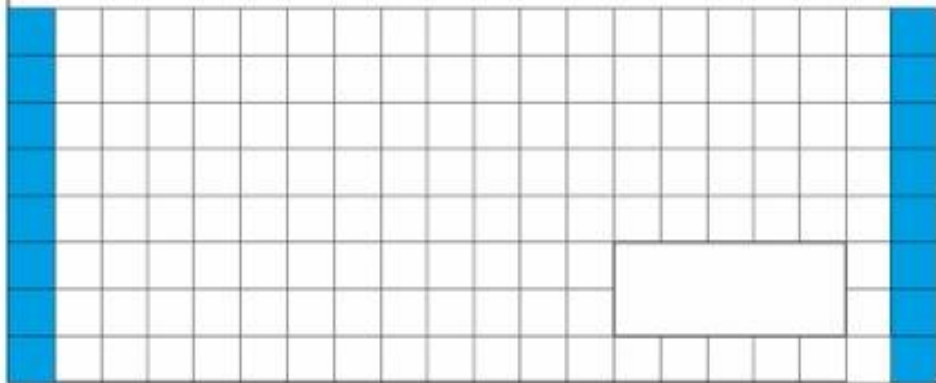
= 72

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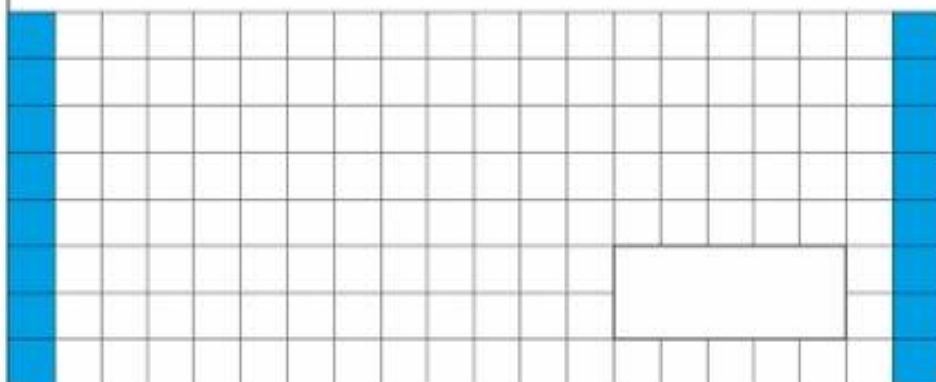
TBAT: add 3 digit numbers.

3 in 3

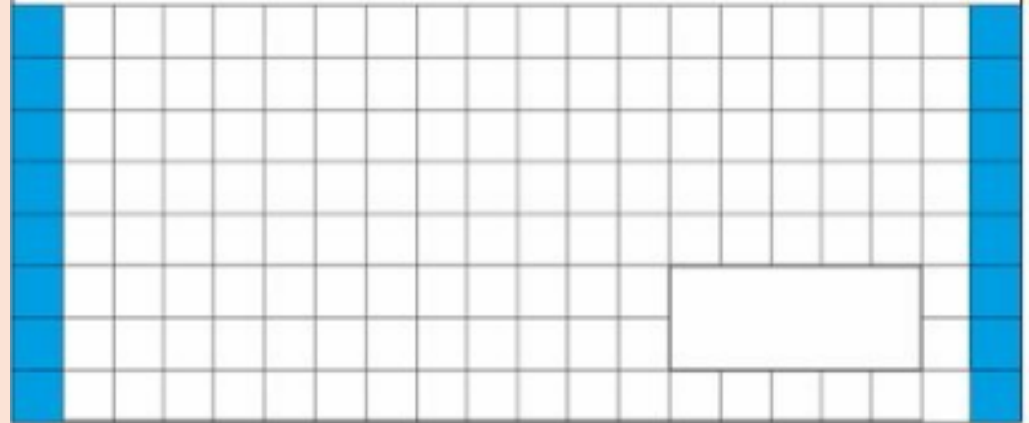
1. $2 \times 8 =$



2. $342 + 564 =$



3. $10 + 10 + 10 =$



Challenge

Complete the number track.

6,100		6,200	6,250	6,300
-------	--	-------	-------	-------

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TBAT: add 3 digit numbers.

Key Vocabulary

Add

Addition

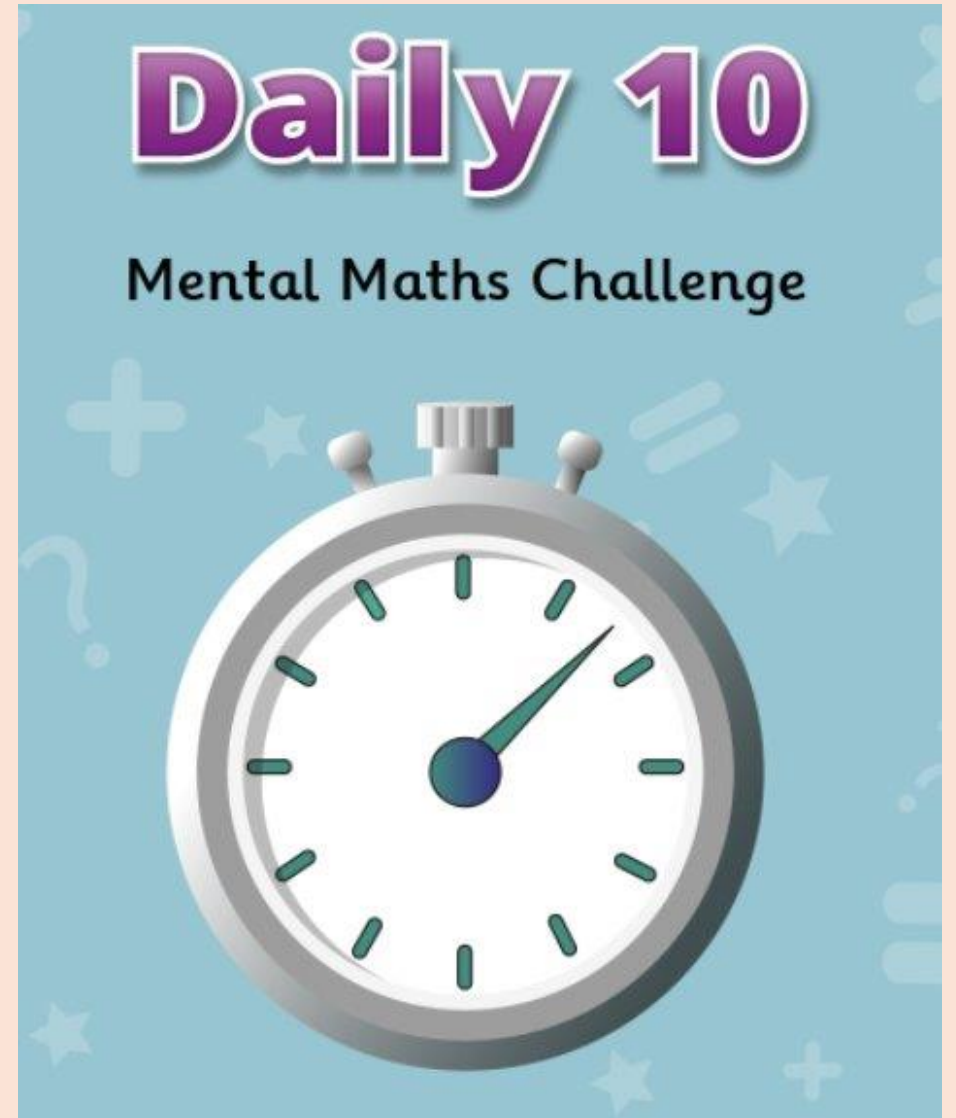
Hundreds

Tens

Ones

Bridging/carry across

[Daily 10 - Mental Maths Challenge - Topmarks](#)
Level 4- 6 times tables



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TBAT: add 3 digit numbers.

T led

$$253 + 340 =$$

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TBAT: add 3 digit numbers.

Whiteboards

$$625 + 104 =$$

Challenge: add 1000 to
your answer

09.09.26

TBAT: add 3 digit numbers.

T led

$$716 + 149 =$$

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TBAT: add 3 digit numbers.

Whiteboards

$$264 + 128 =$$

Challenge: multiply your
answer by 10

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TBAT: add 3 digit numbers.

Whiteboards

$$109 + 447 =$$

Challenge: double your
answer

Independent

Answer the following questions in your book.

Blue

1)	1	0	9
+	7	7	5

Green

1)	3	1	8
+	5	6	5

Challenge: The answer is 547. I add 124 and 246 together.
Which other number do I need to add to reach the answer?

Independent

- 1) $243 + 126 =$ _____
- 2) $351 + 238 =$ _____
- 3) $462 + 117 =$ _____
- 4) $573 + 216 =$ _____
- 5) $684 + 125 =$ _____
- 6) $712 + 147 =$ _____
- 7) $823 + 166 =$ _____

RP: Micky has a bag with 258 sweets. Jess has the same number of sweets as Micky. Lauren says she has more sweets than Micky and Jess together because she has 520 sweets.

Is Lauren correct? **Explain your answer.**

Challenge

- 1) $369 + 896 =$
- 2) $647 + 198 =$

Mastery Challenge

6. Which digits could be hidden underneath the splats? Investigate two calculations.

	1		4
+	5	6	
	7		3
	1	1	

Greater depth

9a. Which calculation is the odd one out?

- A.

?	
three hundred and eighty-eight	534
- B.

?	
three hundred and thirty-nine	six hundred and three
- C.

?	
641	two hundred and eighty-one

Explain your answer.

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TBAT: understand the features of a balanced argument.

3 in 3

Some people believe that pupils should complete homework because it gives them extra time to practise the skills they have learned in class. They argue that this extra practice helps pupils make faster progress. However, others think pupils should not have to do homework since it can take up their free time and make them feel stressed after a long day at school. Overall, it is important to consider whether homework helps learning or whether it places too much pressure on pupils.

- 1) What is one reason people think homework is helpful?**
- 2) Why do some people argue pupils should not have homework?**
- 3) What is the overall question the argument is trying to decide?**

Wednesday 9th September 2026

TBAT: understand the features of a balanced argument.

Blue – What does the term 'balanced' mean?

Green – What is an argument?

Challenge- What might happen if an argument is unfair and what can cause an argument to become unfair?

Wednesday 9th September 2026

TBAT: understand the features of a balanced argument.

What do you think the title should be for our
balanced argument?

The title for our balanced argument is:

Should Rose go into the tunnel?

The features of a balanced argument.

Purpose: to present arguments and information from differing viewpoints

Examples

- Should school children wear a uniform?
- Should dogs be kept on a lead in public places?



Structure

- Usually starts with a question
- Opening statement introducing the issue
- Arguments for/against
- Conclusion

Language Features

- Present tense
- Conjunctions
- Third person
- Impersonal voice
- Formal tone
- Technical vocabulary



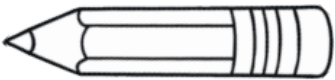
TP:
Discuss
the
language
features

The features of a balanced argument.

Checklist:

TP: Talk
through each
component

Balanced Arguments and Debates



Do your balanced arguments include...

an introductory paragraph?	
reasons for and against the argument in separate paragraphs?	
most of the paragraphs written in the third person ?	
the final paragraph written in the first person and containing a personal opinion?	
subordinating conjunctions?	
fronted adverbials?	
formal vocabulary?	

Sentence Starters to Engage the Reader

One of the main arguments is...

After considering the arguments on both sides,...

Some people think that...

No one can deny that... Many people believe that...

There is no doubt that...

It is a fact that...

Evidence suggests that...

To conclude my balanced argument,...

Word Bank

agree	allows	argue	argument
believe	conclude	debate	discussion
evidence	information	inform	present
recent	strongly	seriously	unbelievable

Subordinating Conjunctions

after... before... until...
as... since... when...
because... if... while...
although...

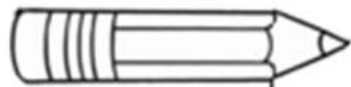
Fronted Adverbials

- **Additionally**,...
- **Finally**,...
- **For this reason**,...
- **In addition**,...
- **In my opinion**,...
- **On the other hand**,...
- **Previously**,...
- **Recently**,...
- **Surely**,...
- **To conclude**,...
- **Ultimately**,...
- **Unbelievably**,...

Third Person

she he they themselves it itself
..... him his her hers its their

Task: Underline the key features of this balanced argument.



Key Features

introductory paragraph

reasons for and against the argument

subordinating conjunctions

conclusion containing a personal opinion

fronted adverbials

formal vocabulary

third person

Balanced Arguments and Debates

Should Pupils Wear School Uniforms?

Uniforms are worn during the week by many children across the world. While some people are in favour of having them, other people believe that they are not needed. This argument will look in detail at the reasons for and against the use of school uniforms.

One of the main arguments for pupils wearing a school uniform is that all children will look similar. Many people view this as a positive thing because it stops pupils from feeling uncomfortable if their clothes are not as expensive or fashionable as their friends'. Furthermore, some parents argue that having a school uniform makes life easier for them because they know exactly what their child will be wearing each day. Ultimately, this saves time for busy parents and stops arguments about the suitability of certain clothing for school. It is a fact that some adults have to wear a uniform for their job, such as police officers, nurses or paramedics. For that reason, many people believe it is a good idea for children to get used to wearing a uniform from an early age.



On the other hand, some people argue that making children wear a uniform could prevent them from showing their personality. In addition, school uniforms can be expensive if they have to be bought from a certain shop. This could mean that some parents would not be able to afford a new uniform. Some school uniforms can also be uncomfortable if the material used is itchy or woolly. It could be argued that this would cause children to lose concentration in class.

After considering the arguments on both sides, I believe that school uniforms should be worn by pupils to create a sense of school community. In my opinion, I think that children should have some choice over the style of their uniform so that they can give their opinions about what would be most comfortable for them to wear during their school day.

Wednesday 9th September 2026

TBAT: understand the features of a balanced argument.

Should pupils have to complete homework?

Blue- **FOR** completing homework

Green- **AGAINST** completing homework

Talk partners- 3 minutes

TP: Create short list on flipchart of ideas

Wednesday 9th September 2026

TBAT: understand the features of a balanced argument.

Should pupils have to complete homework?

You are now going to write 2 sentences in your books. One sentence will be FOR pupils completing homework, and one sentence will be AGAINST pupils completing homework.

WAGOLL-

On busy school days, pupils should complete homework because it helps them revisit and strengthen what they learned in class.

After a long day at school, some people argue that pupils should not be given homework since they also need time to rest and enjoy family life.

Talk partners- 3 minutes

- ✓ a **fronted adverbial**
- ✓ a **subordinating conjunction**
- ✓ a **FOR** and **AGAINST** point about homework

Wednesday 9th September 2026

TBAT: explain who Guru Nanak was and describe his journeys as a guru.

Lesson 1 Keywords

Repeat after me...

guru

a spiritual teacher

Guru Nanak

is considered the first Sikh guru

Sikh

a learner and follower of the Sikhi religion

Wednesday 9th September 2026

TBAT: explain who Guru Nanak was and describe his journeys as a guru.

What is a guru?

In many traditions, a **guru** is someone who helps them learn and grow.

A **guru** isn't just a teacher in a classroom. A **guru** is someone who shows them the right path, helps them understand important lessons and leads them to be their best selves.

The word 'guru' comes from the ancient language of Sanskrit, where it means 'one who removes darkness'.

Turn and talk

What does that mean? 'One who removes darkness'?

Wednesday 9th September 2026

TBAT: explain who Guru Nanak was and describe his journeys as a guru.

Sikhs believe that there were **10 gurus** who came to the world to give God's teachings to human beings.

Guru Nanak was the first **guru** and founder of the **Sikhi** religion, and his teachings are still followed by many **Sikhs** around the world.

Guru Nanak wanted everyone to be treated equally, and he showed people that love and kindness are the most important things in the world.



Guru Nanak

Wednesday 9th September 2026

TBAT: explain who Guru Nanak was and describe his journeys as a guru.

Turn and talk

BLUE partners- Who was Guru Nanak?

GREEN partners- Why is he important to Sikhs?

Mandeep explains why he thinks **Guru Nanak** is very important to **Sikhs** and how his teachings help make the world a better place.



Mandeep

I really like how **Guru Nanak** wanted people to be kind to each other and treat everyone equally.

He also showed me that it's important to help others. He taught that we should share what we have and always think about others who need help.



Guru Nanak

As a child, **Guru Nanak** loved asking big questions about life, God and nature.

His parents were Hindus and they wished for **Guru Nanak** to follow the tradition of Hindu Dharma too.

However, **Guru Nanak** did not agree with everything that Hindu Dharma taught.

When **Guru Nanak** grew up, he worked in an office with Muslims and learnt a lot about Islam.

When he was about 30 years old, he disappeared for three days.

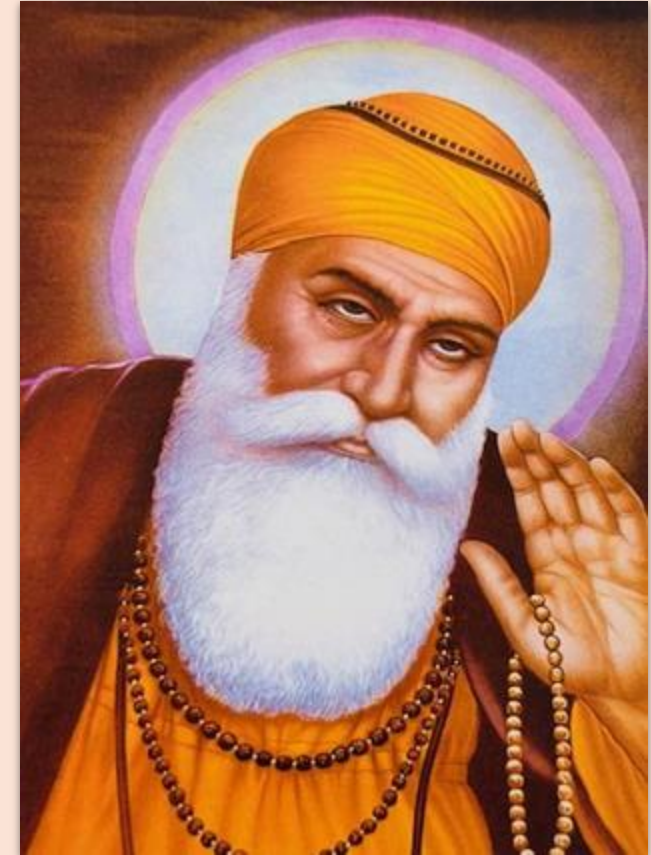
When he returned, he told the people that he had a vision in which he had seen God.

He said, “There is neither Hindu nor Muslim, only God’s path” and explained that people should live in a truthful way.

After this, **Guru Nanak** decided to spend the rest of his life teaching people.

From this time on, he was known as **Guru Nanak** and he called himself 'Nanak Das', which means '**Nanak** the servant of God'.

He then travelled to many places to spread his teachings.



Guru Nanak

Wednesday 9th September 2026

TBAT: explain who Guru Nanak was and describe his journeys as a guru.



Video link: [Who was Guru Nanak? - BBC Bitesize](#)

Fill in the blanks

_____ disappeared for ____ days and when he returned, he began to preach the _____ faith.

Floor book discussion:

Task A: Who was Guru Nanak?

Explain who Guru Nanak is and why he is important to Sikhs.

Use the key words: guru, Guru Nanak, Sikh.

Guru Nanak was _____.

He is important to Sikhs because _____.

Wednesday 9th September 2026

TBAT: explain how networks are connected together and why it is important they are protected.

Keywords

internet

the global system of interconnected computer networks

network

a group of interconnected computing devices

router

a device that manages the flow of data between computer networks

Wednesday 9th September 2026

TBAT: explain how networks are connected together and why it is important they are protected.

Blue – What is the internet?

Green – What is a digital device?

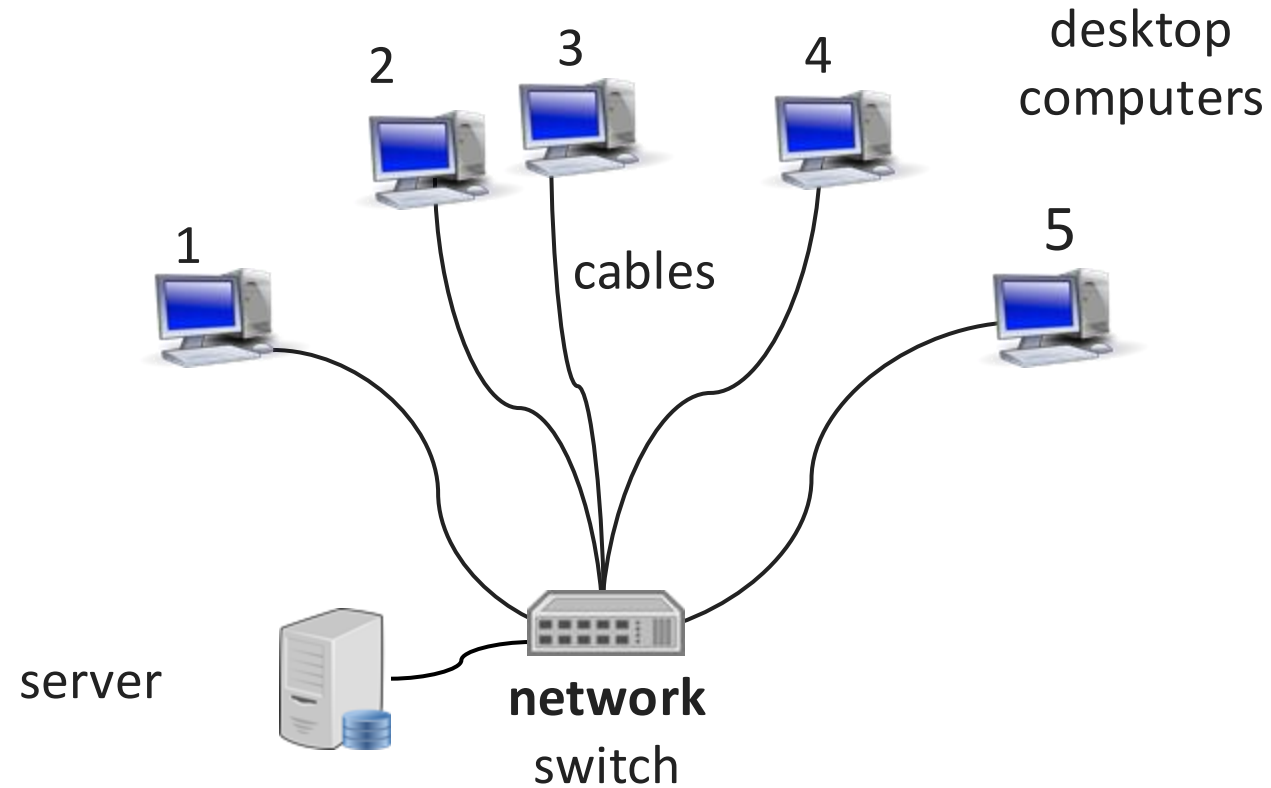
Challenge – How can you keep safe online?

How would you describe the **internet**?

The **internet** is a global system of computer **networks**. These **networks** help us share information and communicate.



Do you know the key functions of each part of a **network**?

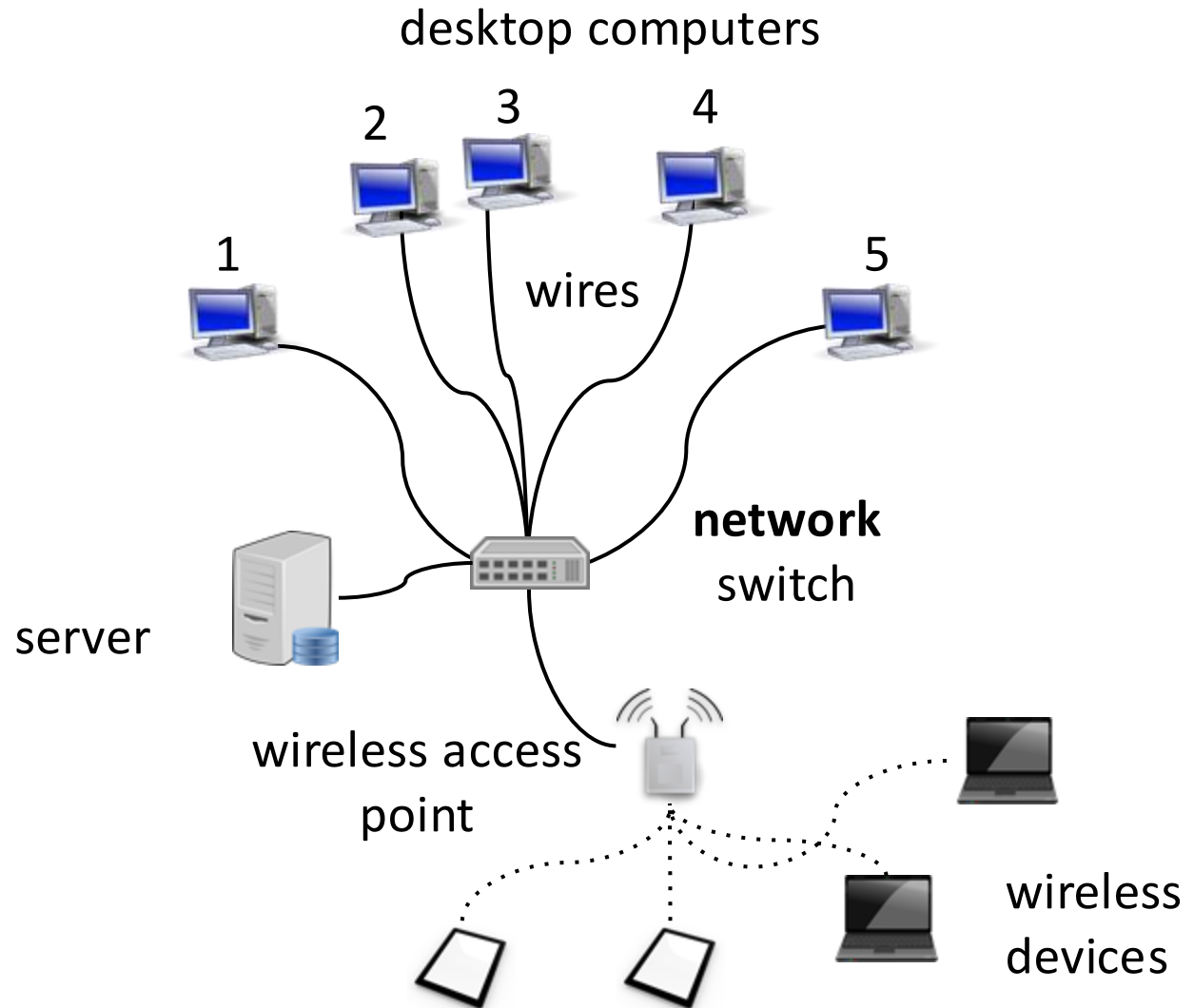


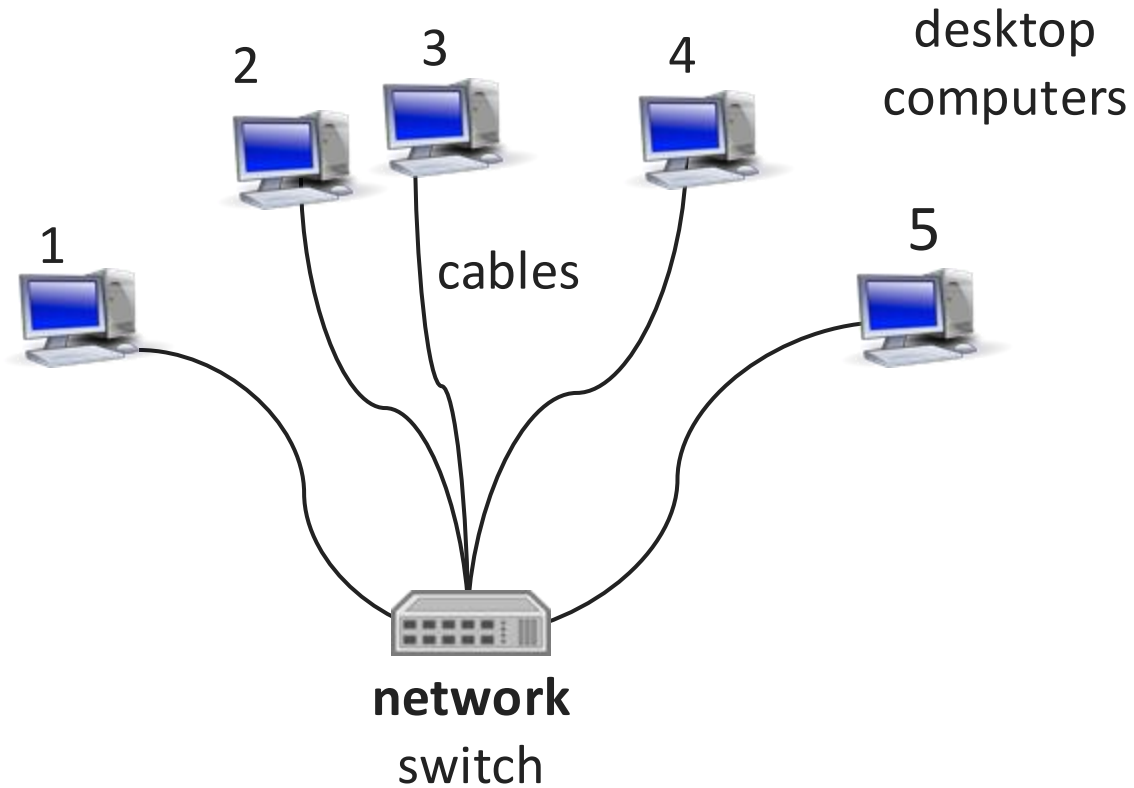
wired **network**



A **network** often includes both wired and wireless devices.

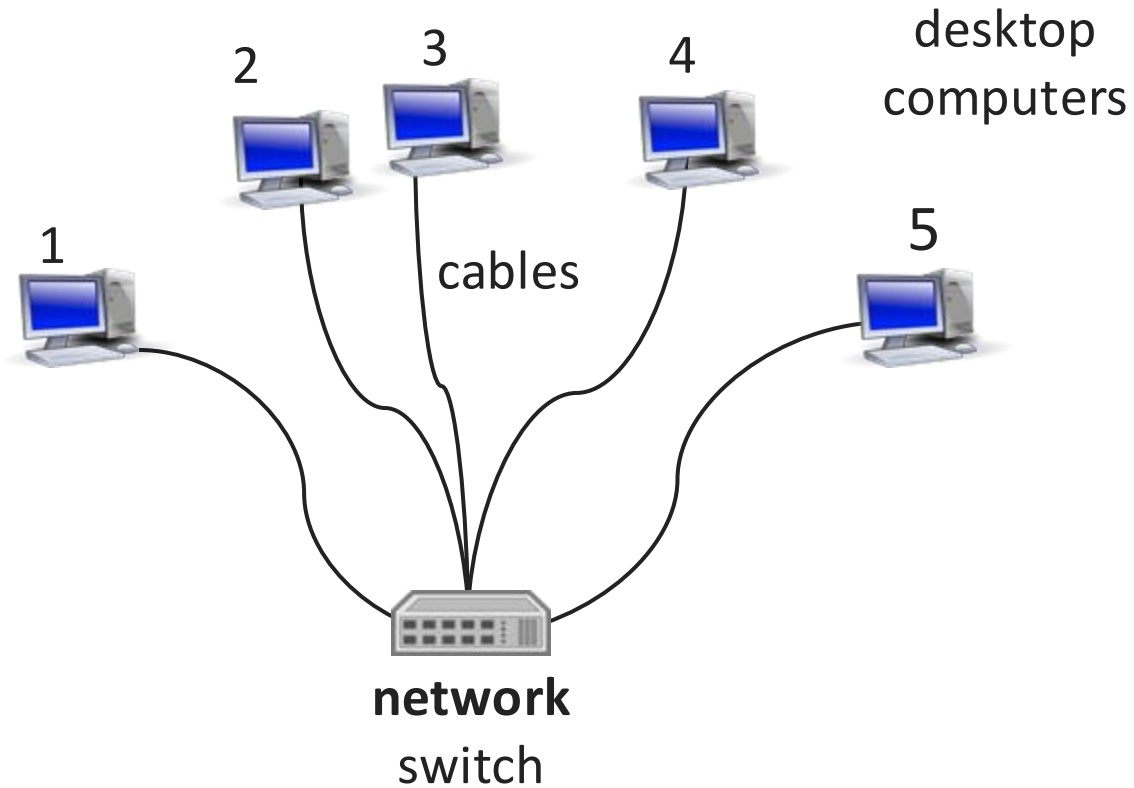
To use a wireless device on a **network**, you need a wireless access point.





Networked computers are connected to switches or **routers**. These pass data and share information around the **network**.

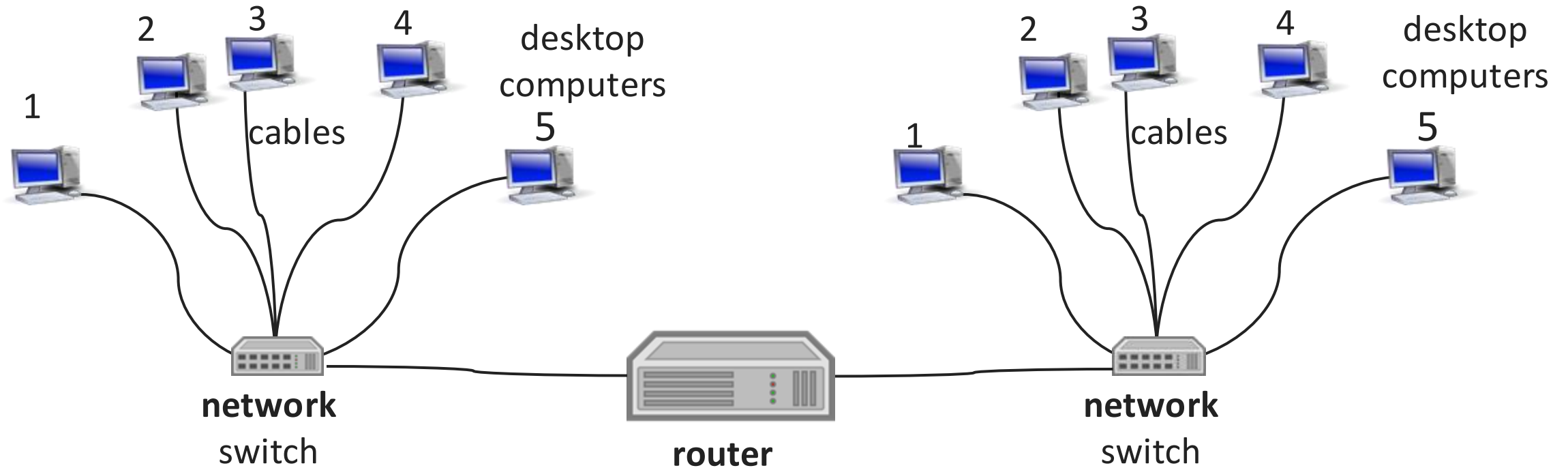




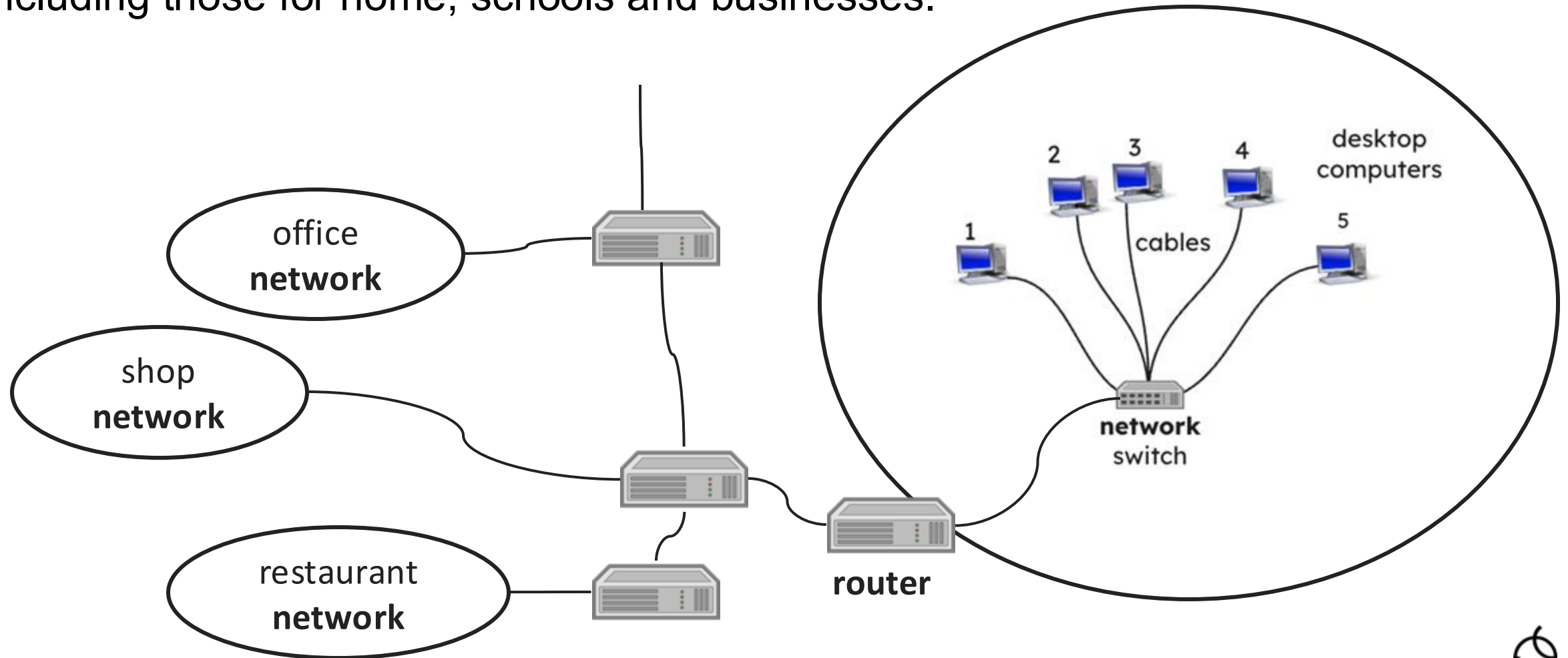
Data can also be passed from one **network** to another.
You need a **router** to pass data between **networks**.



A **router** connects different networks together. It helps send data from one **network** to another, such as from your home **network** to the **internet**.

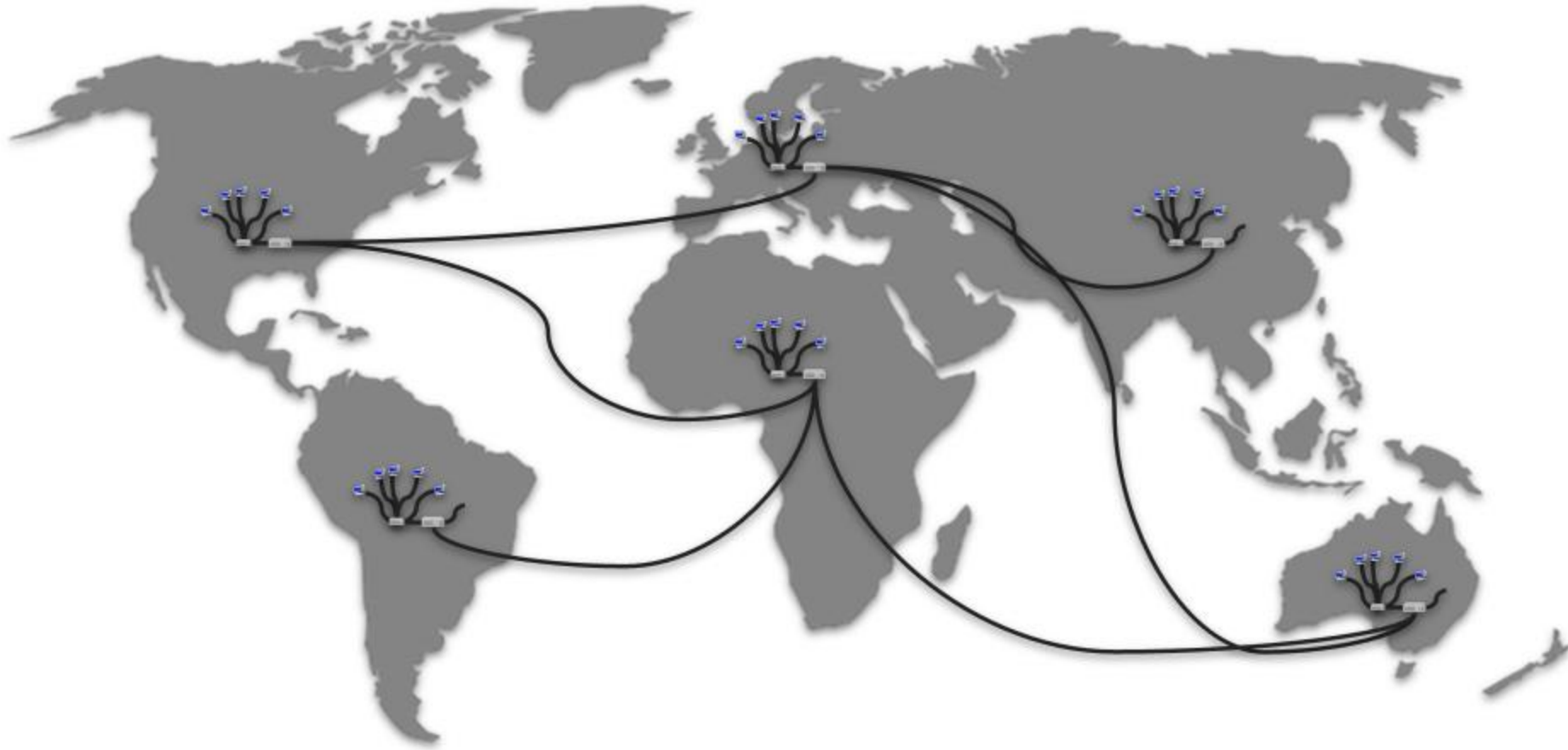


Every **network** connects to the wider **internet** using **routers** — including those for home, schools and businesses.

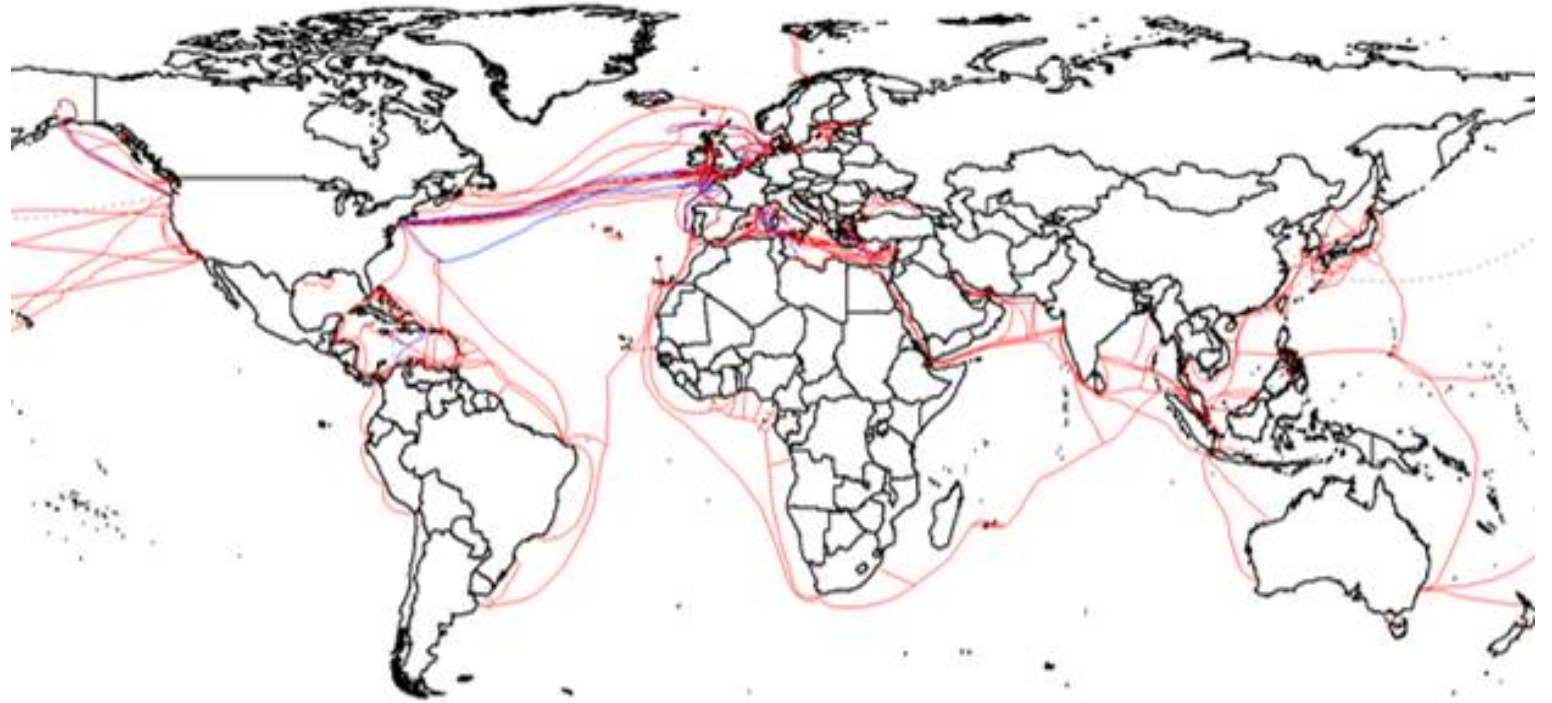


Explain the role of routers in networking

How do you think these **networks** are connected?



The **internet** is a **network of networks**. The **networks** are connected by cables on land and under the sea and by satellites.



subsea cables linking countries





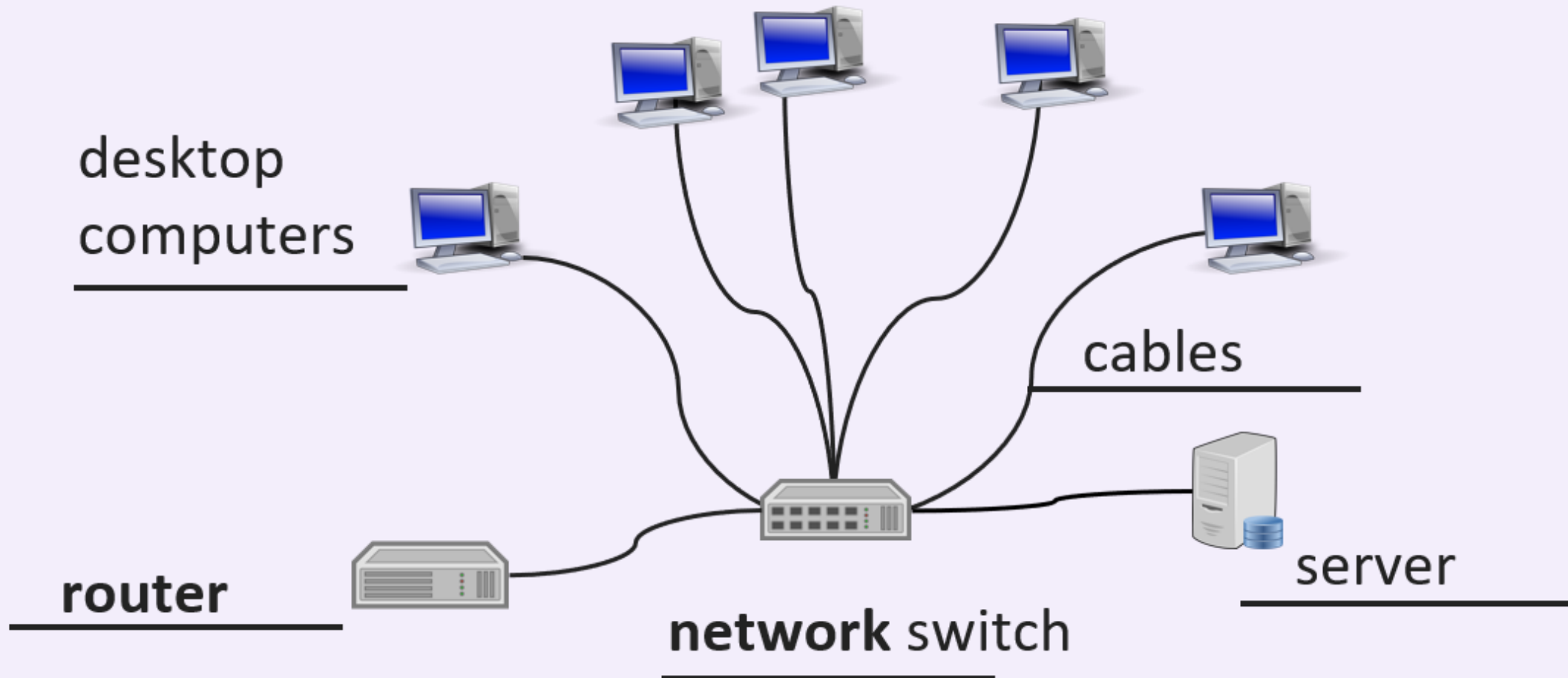
Laura

Why are there so many cables?

- lots of people use the **internet**
- so lots of data can get from one **network** to another at the same time
- in case one cable breaks, another can be used



Label the parts of a **network**



In the same way that you would not allow everyone into your home, it is important not to let everyone into your **network**.

Keeping a **network** safe is as important as remembering to lock the front door.





Laura

Why do we need to protect **networks**?

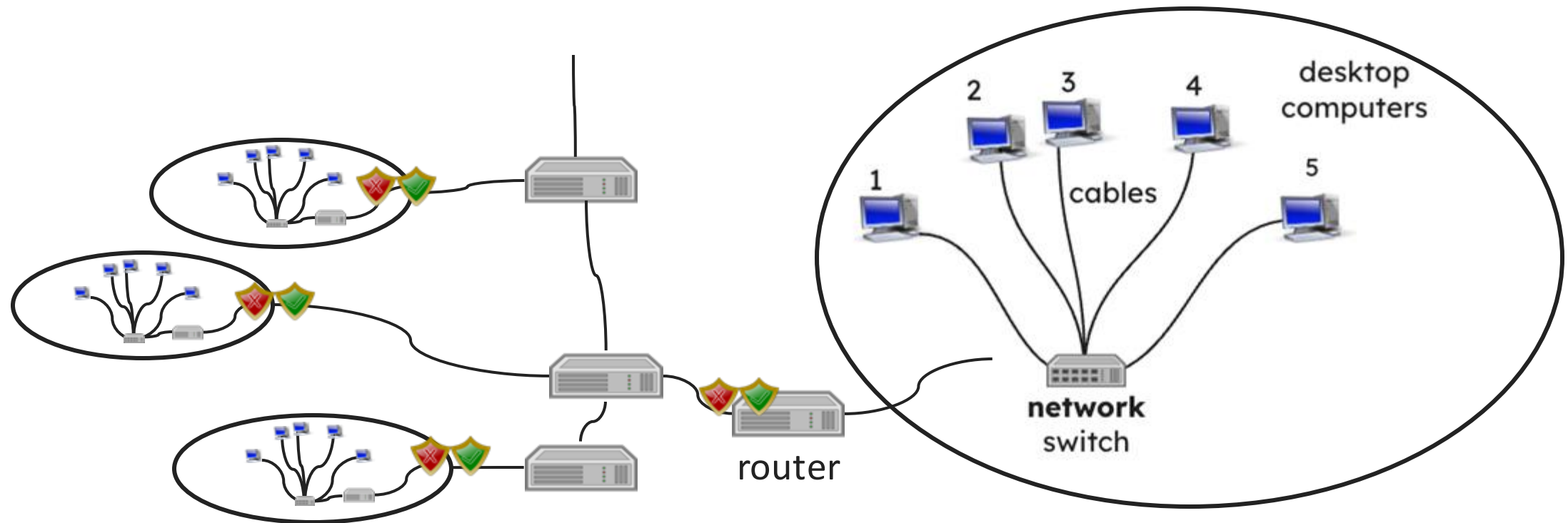
Protecting **networks** is important because **networks** hold data that is valuable and personal.

If a **network** isn't protected, it could let bad people steal or damage important data.

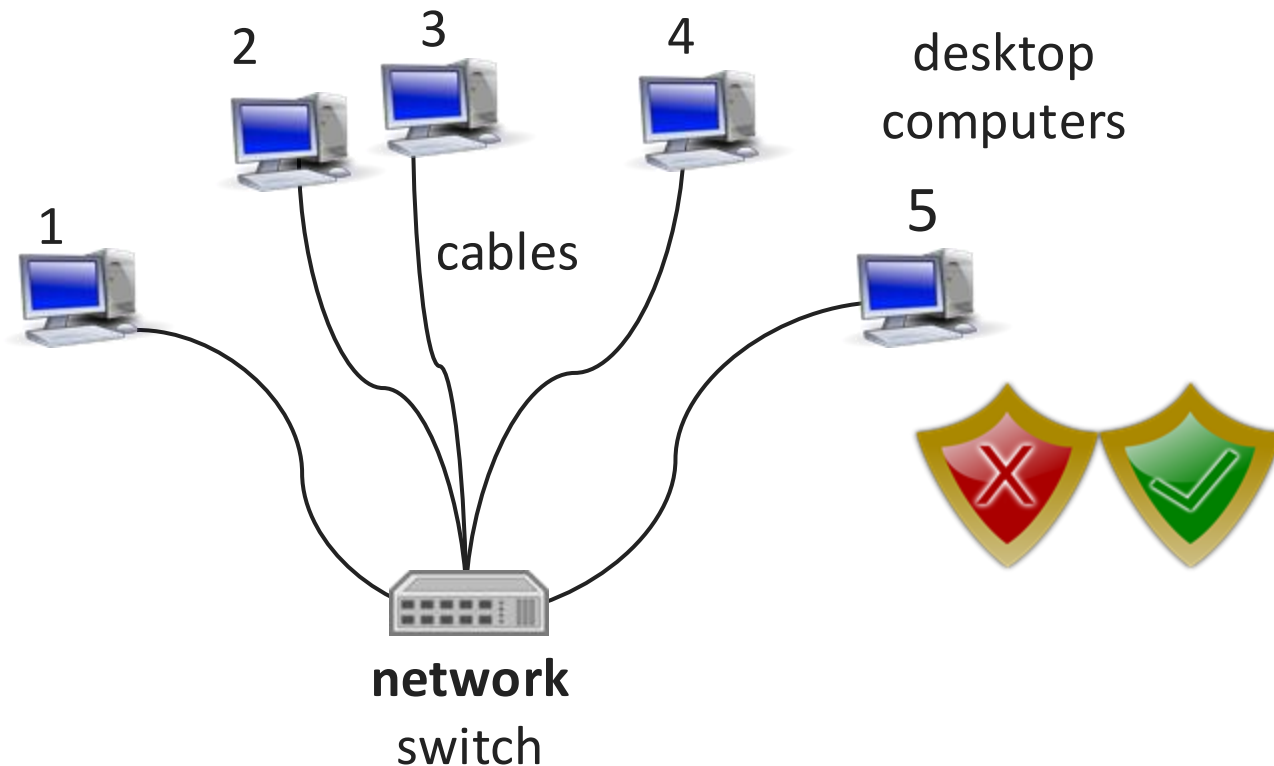
That's why we use things like firewalls, antivirus programs and strong passwords.



Networks have security features, such as firewalls, to block bad things and allow only safe content to pass through. Firewalls reduce what is able to get through and antivirus software adds a second layer of protection.



A firewall is like a guard at the entrance of a **network**. It uses rules to decide what data can pass through and what should be blocked to keep the **network** safe.



Antivirus programs help protect computers and **networks** from harmful software, like viruses.

They search for and remove things that can damage the **network** or steal information.



- 1) Explain why a **network** needs protecting.
- 2) Using the following rules, decide whether the data on the next page could go through the firewall.

The firewall blocks:

- numbers with 3 or more 0's
- numbers that do not have exactly 8 digits
- numbers with letters or symbols



Can these numbers pass through the firewall? Let's do the first one together.

number	allowed through firewall? yes/no
76934527	
74803020	
3m427467	
35284567	
30\$73!86	
6732457	



Can these numbers pass through the firewall?

number	allowed through firewall? yes/no
76934527	yes
74803020	no, there are 3 0's
3m427467	no, there's a letter
35284567	yes
30\$73!86	no, there are symbols
6732457	no, there are not enough numbers



Wednesday 9th September

TBAT: understand how to defend within the rules.

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.

Wednesday 9th September

TBAT: understand how to defend within the rules.

Success Criteria

- Do not block or protect your tags.
- Pass the ball if you have been tagged.

Whole Child Objectives

Social: To include others.

Emotional: To play honestly and follow the rules.

Thinking: To decide when to run or pass.

Wednesday 9th September

TBAT: understand how to defend within the rules.

Get Set 4 PE -
Resource File
for Tagging

Tagging



Key Points

- Hold the tag in the air and shout 'tag'.
- Return the tag to the player.

