

Morning Challenge



a.				b.			c.		d.			
	5	8	1		6	7	2		7	6	0	
+	2	3	8	-	3	3	9	-	3	2	5	+
e.				f.			g.		h.			
	6	0	9		3	2	6		4	8	7	
-	5	2	6	+	4	1	9	+	1	3	3	+

Tuesday 15th September 2026

Close reading

Why has the author
used this phrase?
What does it mean?

How has the author made
this section personal to
the reader?

The Snatch

Under the blanket, Sophie waited.

After a minute or so, she lifted a corner of the blanket and peeped out.

For the second time that night her blood froze to ice and she wanted to scream, but no sound came out. There at the window, with the curtains pushed aside, was the enormous long pale wrinkly face of the Giant Person, staring in. The flashing black eyes were fixed on Sophie's bed.

The next moment, a huge hand with pale fingers came snaking in through the window. This was followed by an arm, an arm as thick as a tree-trunk, and the arm, the hand, the fingers were reaching out across the room towards Sophie's bed.



This time Sophie really did scream, but only for a second because very quickly the huge hand clamped down over her blanket and the scream was smothered by the bedclothes.

Sophie, crouching underneath the blanket, felt strong fingers grasping hold of her, and then she was lifted up from her bed, blanket and all, and whisked out of the window.

If you can think of anything more terrifying than that happening to you in the middle of the night, then let's hear about it.

The awful thing was that Sophie knew exactly what was going on although she couldn't see it happening. She knew that a Monster (or Giant) with an enormous long pale wrinkly face and dangerous eyes had plucked her from her bed in the middle of the witching hour and was now carrying her out through the window smothered in a blanket.

What actually happened next was this. When the Giant had got Sophie outside, he arranged the blanket so that he could grasp all the four corners of it at once in one of his huge hands, with Sophie imprisoned inside. In the other hand he seized the suitcase and the long trumpet thing and off he ran.

What does the word
'snaking' tell you about
the movement?

What does the word
'imprisoned' tell you about
Sophie?

Sophie, by squirming around inside the blanket, managed to push the top of her head out through a little gap just below the Giant's hand. She stared around her.

She saw the village houses rushing by on both sides. The Giant was sprinting down the High Street. He was running so fast his black cloak was streaming out behind him like the wings of a bird. Each stride he took was as long as a tennis court. Out of the village he ran, and soon they were racing across the moonlit fields. The hedges dividing the fields were no problem to the Giant. He simply strode over them. A wide river appeared in his path. He crossed it in one flying stride.

Sophie crouched in the blanket, peering out. She was being bumped against the Giant's leg like a sack of potatoes. Over the fields and hedges and rivers they went, and after a while a frightening thought came into Sophie's head. *The Giant is running fast, she told herself, because he is hungry and he wants to get home as quickly as possible, and then he'll have me for breakfast.*

Why has the author used italics to write this piece of text?

How does this simile help you visualise the scene?



15.09.26
Times tables

6 times tables



15.09.26

TBAT: read, write and compare 4-digit numbers.

3 in 3

1. $274 - 199 =$

2. $\underline{\hspace{2cm}} \times 7 = 63$

3. $873 + \underline{\hspace{2cm}} = 900$

Challenge

15.09.26

TBAT: read, write and compare 4-digit numbers.

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

[Topmarks](#)

Level 4- 6 times tables

Key Vocabulary

compare

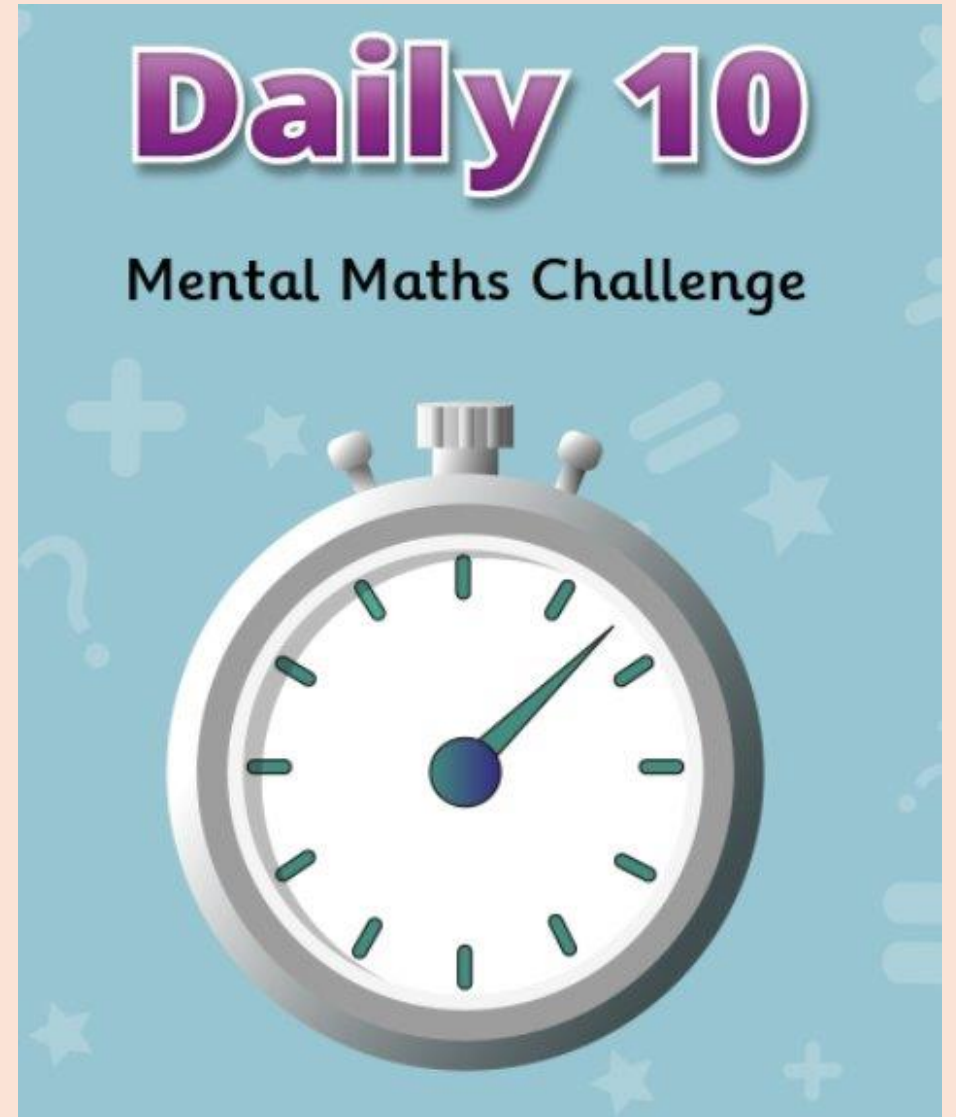
Thousands

Hundreds

Tens

Ones

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



Partner talk:

What do these symbols mean?

$< = >$

Whiteboards

< = >

Add the correct symbol

7458



7584

I think ___ is the correct answer because

Whiteboards

< = >

Add the correct symbol

2542



9264

I think ___ is the correct answer because

Whiteboards

< = >

Add the correct symbol

$600 + 40 + 5$



645

I think ___ is the correct answer because

Whiteboards

< = >

Add the correct symbol

Four thousand, eight
hundred and seventy two



Four thousand, two hundred
and seventy eight

The strategy I used to work this out was ...

Turn and talk

105

What would this number be without the 0? Would it still be 105?

One hundred and five

$100 + 5$

Zero is used to hold the place of a value in a number.

It shows that there is nothing in that place, but helps us read the number correctly.

YOU MUST USE IT!

Independent

Compare the following questions in your book.

Blue

2736 _____ 2735

Green

6271 _____ 6272

Challenge: Write your own comparison using an =

Independent

1.	817	>	781	2.	1026	<	6021
3.	6205		6208	4.	1099		9011
5.	8574		7548	6.	3991		3919
7.	4274		7442	8.	1056		10 065
9.	7891		7198	10.	10 001		10 010
11.	9999		10 000	12.	80 102		29 999

Order these numbers from smallest to largest.

1300 3475 2894 9374 6352 5505

smallest	←————→					largest

7483 2939 4583 8023 1029 3049

smallest	←————→					largest

RP: June says her number is bigger than Josh's.

- June's number has 4 thousands, 2 hundreds, 3 tens, and 2 ones.
- Josh's number has 4 thousands, 1 hundred, 5 tens, and 8 ones.

Who is correct? Use $>$, $<$, or $=$ to explain your answer.

Challenge

Damon and Molly are comparing numbers.



Damon

My number is greater than Molly's number because I have three thousands, eight hundreds, two tens and six ones.



Molly

My number is greater than Damon's because I have $3,000 + 700 + 90 + 4$.

Who is correct? Explain how you know.

Mastery

Identify all the values below that are greater than 4,500 but less than 6,200.

☐ 4,449

☐ 10 more than 6,195

☐ 1,000 more than four thousand and five

☐ $4,000 + 800 + 20 + 3$

GD Mastery

I am thinking of a 4-digit number.

- It is greater than 4520 but less than 4680.
- The hundreds digit is even.
- The ones digit is 5.
- The number has no digit repeated.

What could the number be? Write all possible answers.

Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

3 in 3

1. Circle the **possessive pronoun** in the sentence below.

I forgot to bring my P.E. kit to school so I wore hers .

2. Tick the sentence that is written in the **present tense**.

Tick **two**

I tried to catch the early bus.

1

He slept the entire day.

2

They have a pretty front garden.

3

The dog was barking non-stop yesterday.

4

3. Insert a **comma** or **commas** in the correct place in the sentences below.

The souvenir shop sells flags mugs toys and snacks.

Yesterday they sold more mugs than snacks.

Challenge

Explain the functions of the commas in each of the sentences in question 3.

Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

Blue/Green - Without looking, try to list all the subordinating conjunctions that appear in the 'ISAWAWABUB' acronym.

Challenge – Write once of these subordinating conjunctions in a sentence that includes a fronted adverbial. Give 2 formal sentence starters.

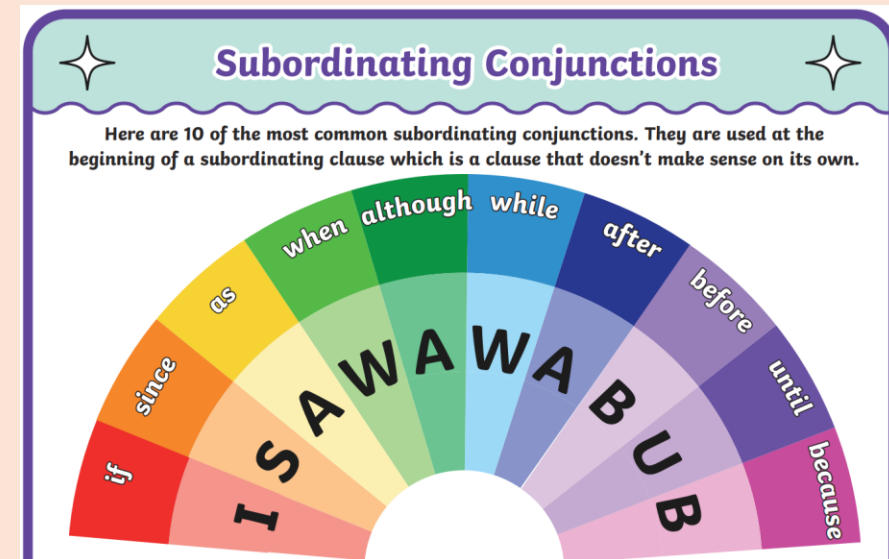
Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

Talk partners

Why do we use subordinating conjunctions?

They help us vary our sentence structure and write more formally.



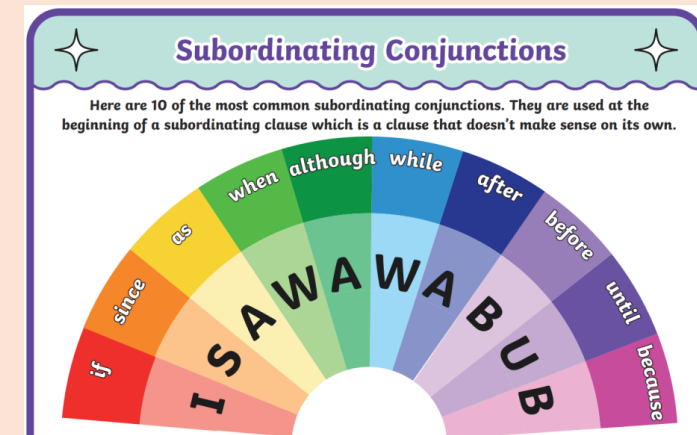
Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

*Rose stepped back **because** she felt scared.*

This is the most common structure: **main clause** + **subordinating conjunction** + **subordinate clause**.

What effect does this structure have?



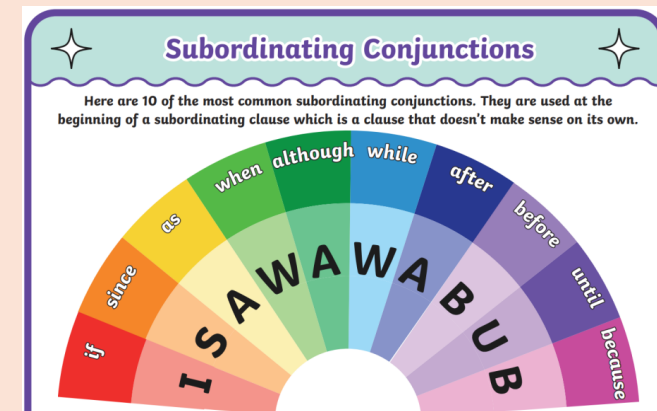
Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

Because she felt scared Rose stepped back.

In this sentence, the subordinate clause has been moved to the beginning.

Can you spot the piece of punctuation that is missing from this sentence?



Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

Task A: Rewrite each sentence by moving the subordinate clause to the beginning.

Rose entered the tunnel **although** she was shaking.

She refused to go further **because** the darkness worried her.

She waited at the entrance **when** she heard a strange sound.

Remember your capital letters and full stops!

Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

Sentence starters

By varying our sentence starters, our writing becomes more formal and fluent to read.

Turn and talk- What formal sentence starters can you think of?

Example: Some people think that

Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

Here are some you could have said:

Some people believe that...

On the other hand...

It could be argued that...

However, others might say...

Although this is true...

In contrast...

What do the words
'doubt' and 'deny'
mean?

On your hand-out sheet:

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,...

Tuesday 15th September 2026

TBAT: use subordinating conjunctions and a range of sentence starters.

Task B: In your books, you are now going to write 2 sentences with formal sentence starters either for or against the argument.

You may choose to write one which will fit into your conclusion.

Choose two from the sheet or create your own.

Example: In contrast, some people think Rose should stay outside.

Tuesday 15th September 2026

TBAT: sing new major and minor tonality folk songs with a sense of character.

Keywords

warm-up

a sequence of exercises used to prepare the mind, body and voice for singing / playing instruments

folk song

a song that originates from a particular country, culture or people that is usually passed down orally

tonality

the organisation of notes around a central note, the tonic, which helps to shape the music's sound and character

dynamics

how loud or quiet the music is



Before every music lesson,
We need to gently **warm** and then stretch our vocal
cords to protect our voices from injury.

Warm-ups help to develop our music and singing
skills too!



Sam

Join in with the **warm-up** song, **Light and Dark**.



Laura

Mmm, mmm, minor, minor,
Mmm, mmm, minor, minor,
Mmm, mmm, minor, minor, mmm!
Mmm, mmm, major, major,
Mmm, mmm, major, major,
Mmm, mmm, major, major, mmm!

Remember to continue to sing gently, as we continue to **warm up** our voices safely.

In this unit we will be singing **folk songs** with either a **major** or **minor tonality**.

A song's **tonality** describes the way the notes are organised around a central note, which we call the **tonic**.

Depending on this organisation of notes, the music may have a different feeling or character.

A song's **tonality** can affect how we react to it, or how the music makes us feel.



Join in with the American **folk song**,
She'll be Coming Round the Mountain.

She'll be coming round the mountain when she comes,
She'll be coming round the mountain when she comes,
She'll be coming round the mountain, She'll be coming round the mountain,
She'll be coming round the mountain when she comes.

This song has a
major tonality.

Singing ay ay yippee yippee ay,
Singing ay ay yippee yippee ay,
Singing ay ay yippee, ay ay yippee,
Ay ay yippee yippee ay.



1. Listen to the **minor tonality folk song**,
Rise Up O Flame, which is likely composed by Christoph Praetorius in the 1600s.

This song is in 3-time.

We can tap the beat like this, as we listen:



strong



weak



weak

Rise up o flame,
By thy light glowing,
Show to us beauty,
Vision and joy.



Aisha

2. What do you think the character of this song is? How does the song make you feel?
3. It is not just **tonality** that determines the character of the song.

Listen to the **soft** version and the **strong** version. How do the **dynamics** affect the character?



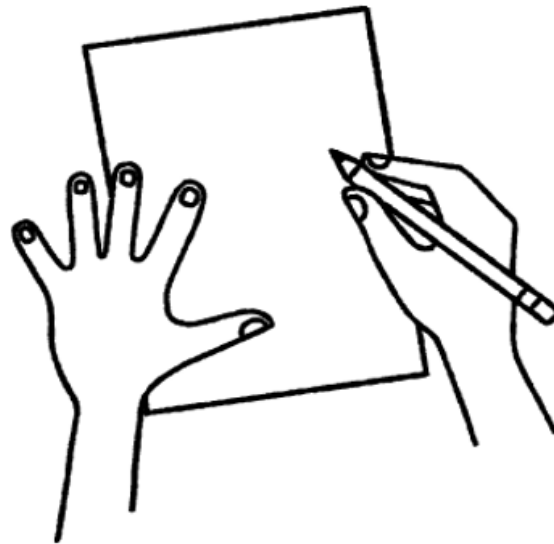
4. Listen again, tapping the 3-beat pattern and humming the minor **tonality** melody gently.

Handwriting warm-up

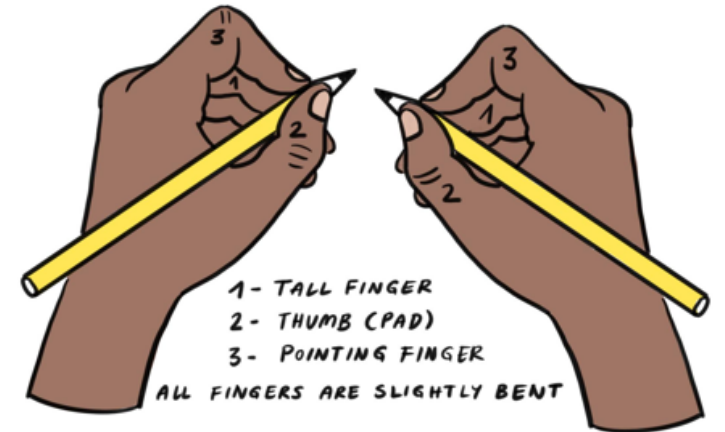
Before we start, what are these pictures reminding you to do?



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



- angle your paper correctly
- non-writing hand supports



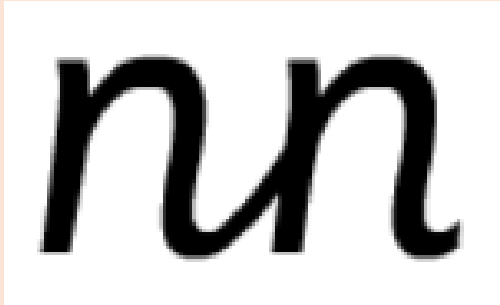
- hold your pencil in the tripod grip

15.09.26

Handwriting – reviewing joins

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

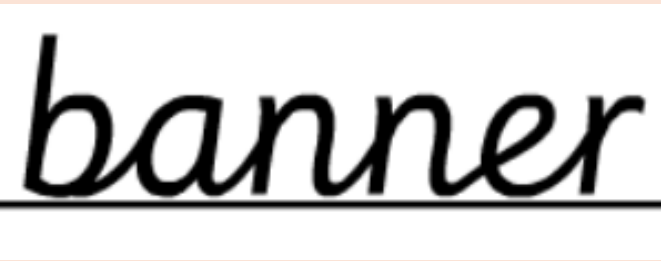
Join 1



Join 2



Join 3





Tuesday 15th September 2026

TBAT: draw buildings using simple perspective techniques to show depth and distance.

Keywords

perspective

a drawing technique that shows how objects appear smaller as they get further away

vanishing point

the spot on the horizon where parallel lines seem to meet

horizon line

the level where the sky meets the ground in a drawing

depth

the sense of space or distance in a picture



Front of a building and side street

Have you ever noticed how some buildings might look flat, while others look like they go back into the distance?

Why do you think that is?



Architectural drawing

It helps create **depth** and space in your drawings.

Perspective is a drawing technique that makes objects look like they're getting smaller as they move away.



Architectural drawing

Architects and artists use **perspective** so their work looks more realistic.

It tricks the eye into thinking a flat picture has space, **depth** and distance.



In one-point **perspective**, all lines that go back in space meet at one **vanishing point**.

When you look at a landscape or scene with lots of distance and **depth**, you might be able to see the **horizon line**.

**horizon
line**



The **horizon line** is a straight line where the sky meets the land, which can be drawn onto your paper.

It helps you decide where your **vanishing point** will go.

The **vanishing point** is a dot on the **horizon line**.



horizon line

vanishing point

All the lines that show **depth** point towards the **vanishing point**.

Landscape scene



The **horizon line** is in the far distance, where the land meets the sky.



Sam

The **vanishing point** is at the end of the railway track, on the **horizon line**.



Izzy

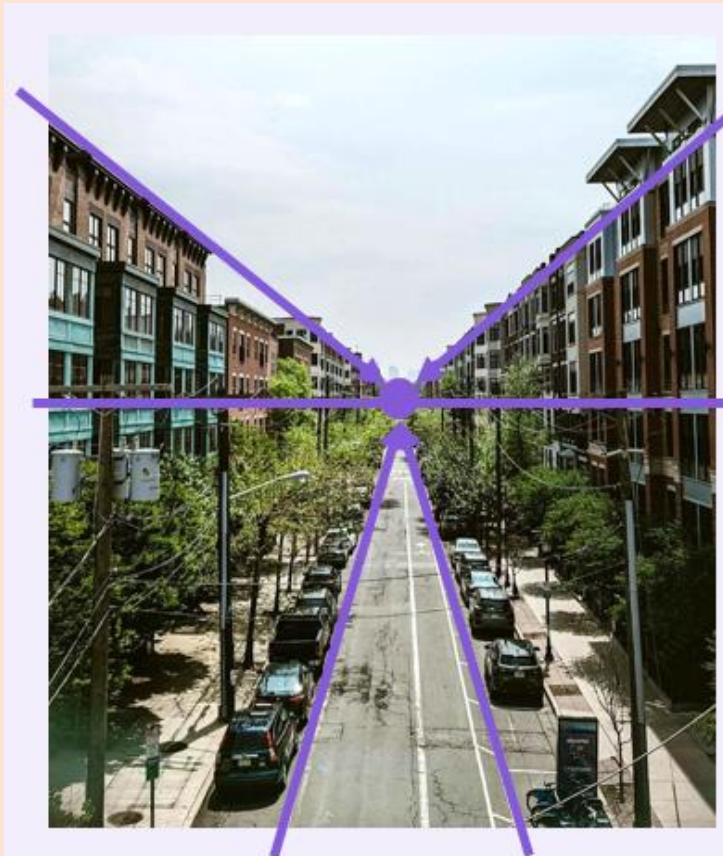


Task A

Introduction to perspective



Using a provided image, draw lines to help you identify where the **horizon line** and the **vanishing point** is.



By marking the lines of the road, buildings and rooftops, I could find the **horizon line** and **vanishing point** in the image.

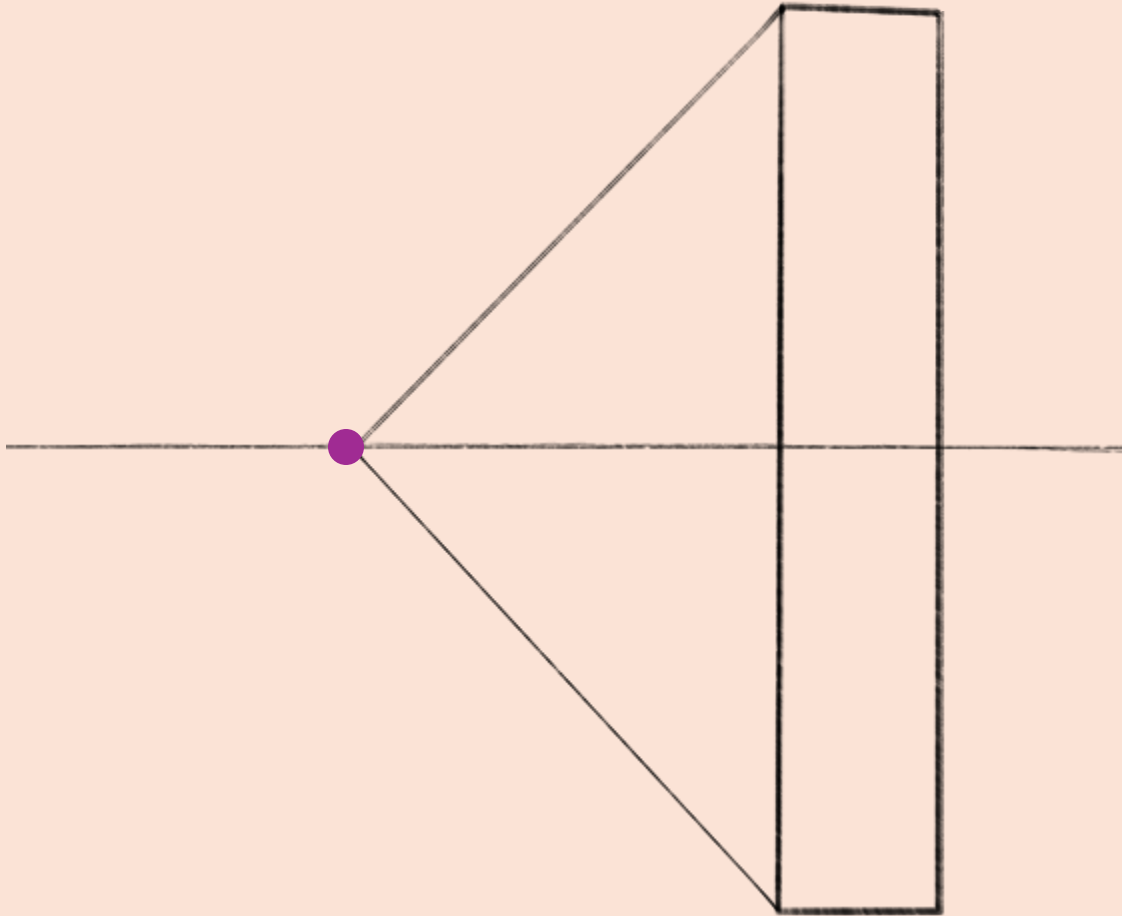
Artists might draw a building using one-point **perspective**, using a step by step method.



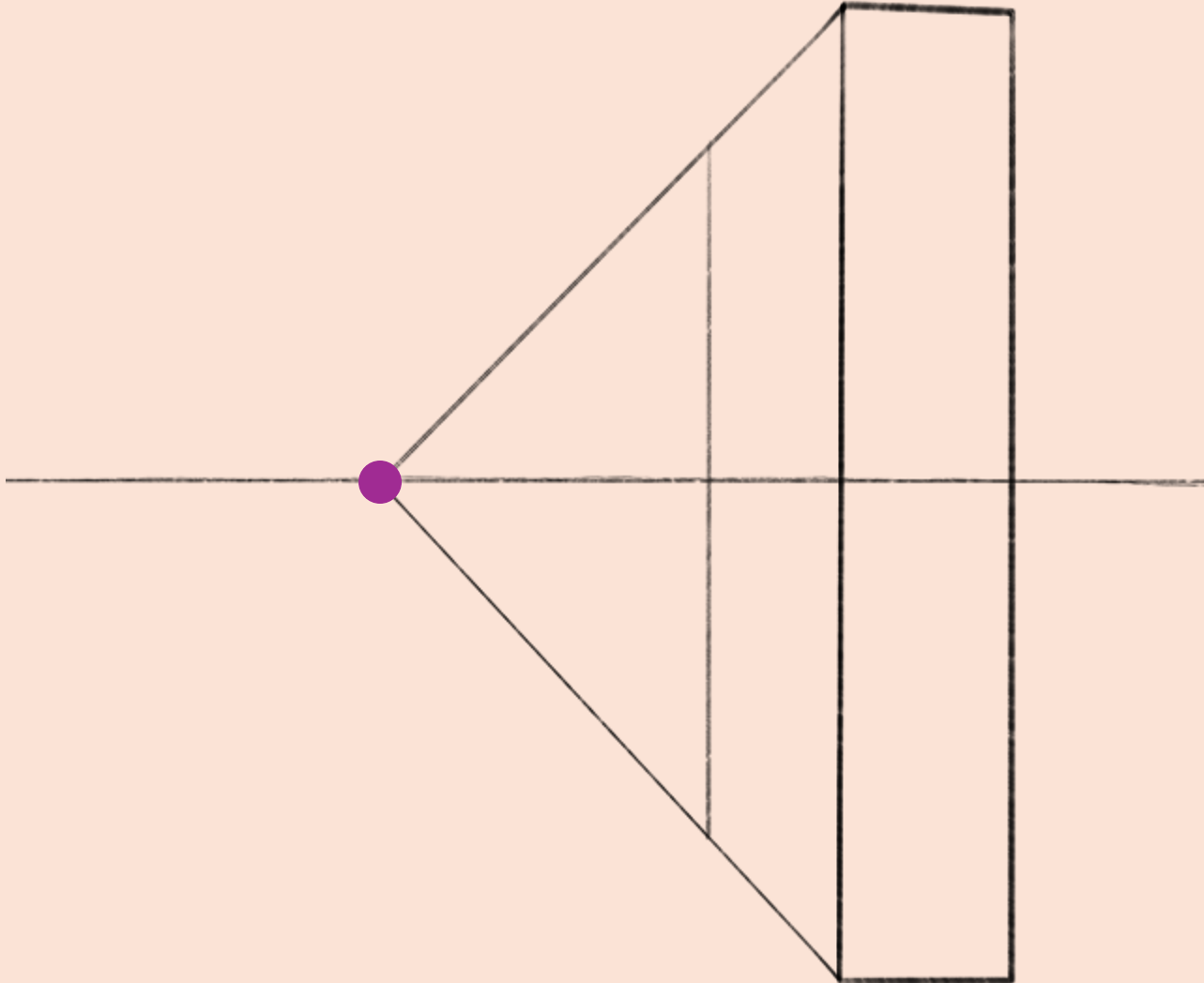
Start by drawing a **horizon line** across your page. It's helpful to use a ruler to create straight lines here.

Mark a small dot in the centre - this is your **vanishing point**.

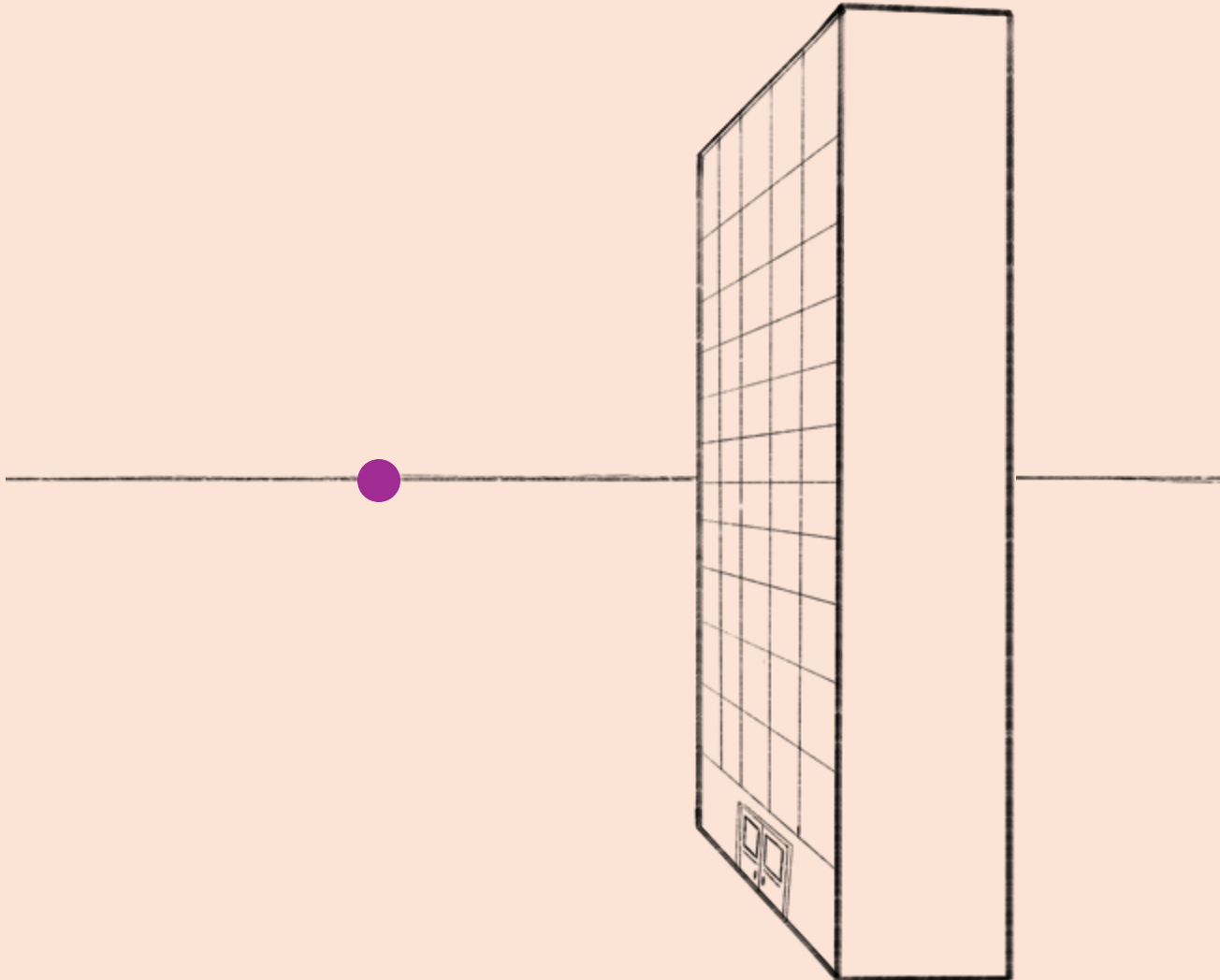
Draw a square or rectangle in the middle and side of your page - this is the front of your building.



Next, draw lines using your ruler from the top and bottom corners which connect to the **vanishing point**.

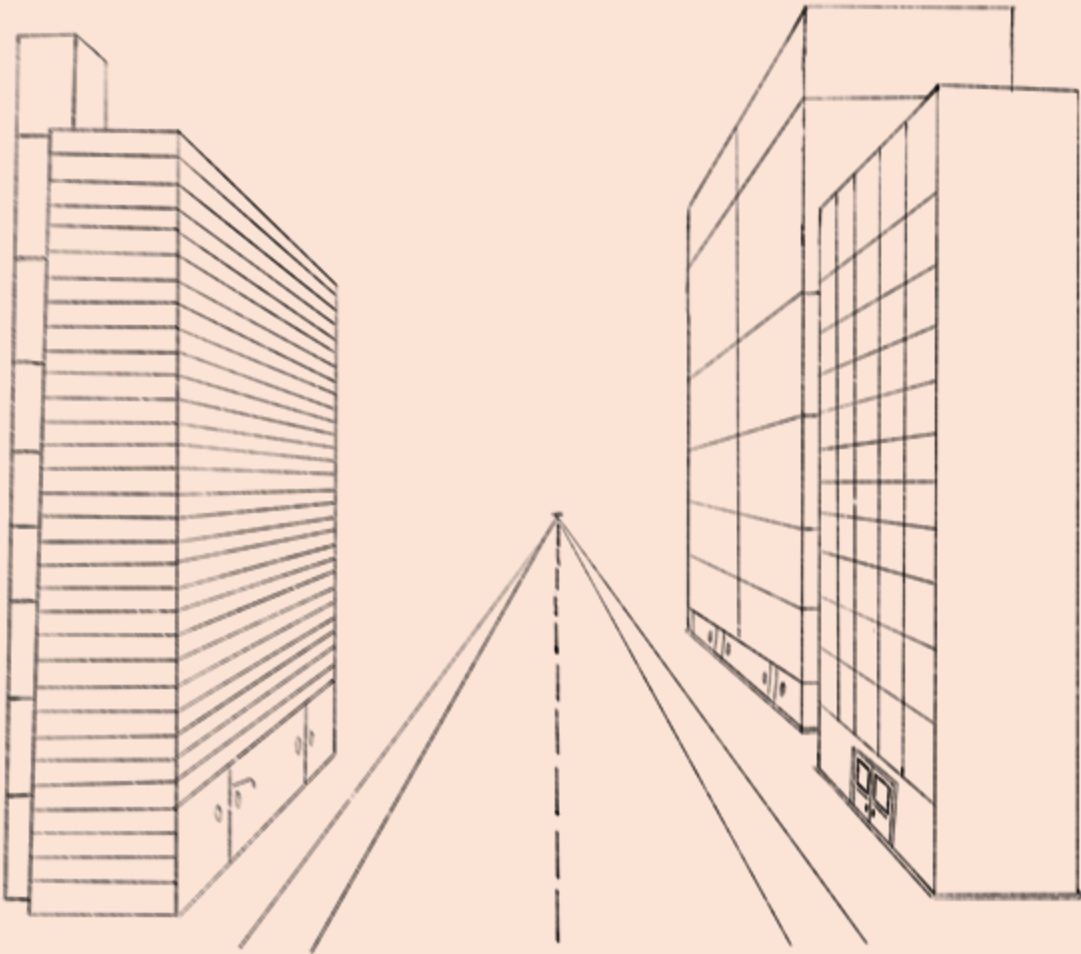


Now, draw a vertical line between the two diagonal lines to create the back corner of the building.

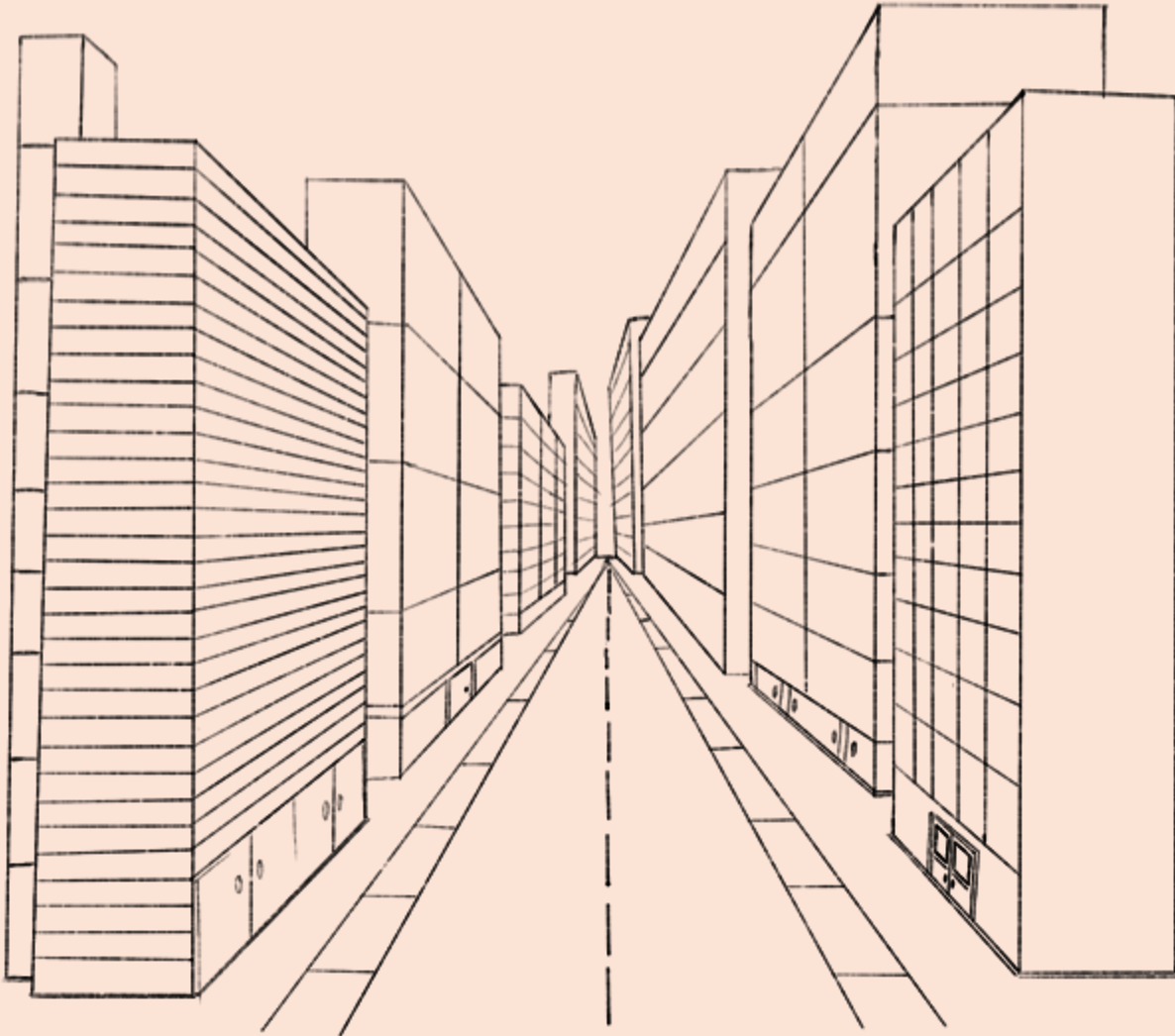


Erase the extra lines, then add doors, windows, and details, making sure they follow the same **perspective** rules and point towards the **vanishing point**.

Try drawing two or three buildings in a row.

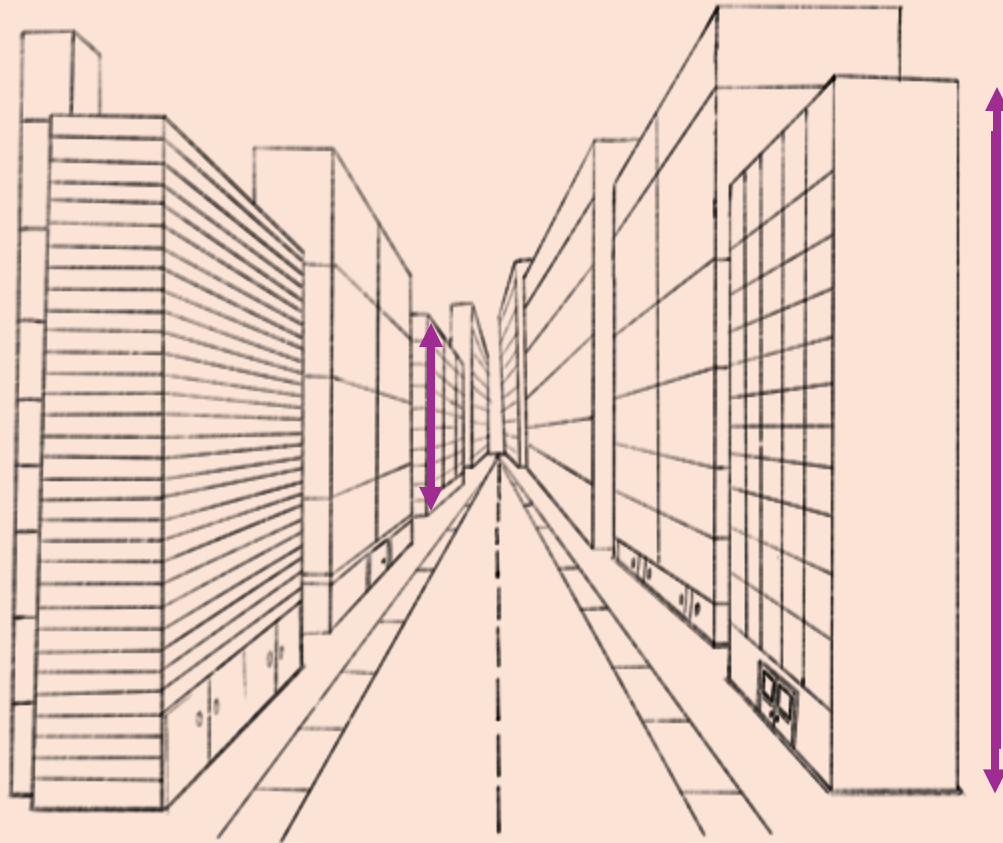


Each one should follow the same **vanishing point**, and each should look like it goes back into the distance.



When you add windows, doors, signs, or paths, they should also follow the rules of **perspective**.

Remember the key rule of one-point **perspective**: lines going into the distance must point toward the **vanishing point**.



Buildings that are closer should be taller, and buildings further away should be smaller.

This makes your drawing look more realistic and 3D, because that's how our eyes see **depth** in real life.

Design your own row of buildings or street scene using one-point **perspective**.

You should:

- use a ruler
- add a **horizon line**
- add a **vanishing point**
- add windows, signs, or extra features or details to complete your scene.

Tuesday 15th September

TBAT: begin to apply rules in attack and defense.

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 15th September

TBAT: begin to apply rules in attack and defense.

Success Criteria

- Get into a position behind or to the side of the ball carrier to support them.

Whole Child Objectives

Social: To communicate when I want the ball.

Emotional: To play honestly and follow the rules.

Thinking: To understand the rules.

Tuesday 15th September

TBAT: begin to apply rules in attack and defense.

Get Set 4 PE -
Resource File
for Pass and run

Pass and run



Key Points

- Turn and look at the person you want to pass to.
- When you receive the ball, move forwards.

