

Tuesday 29th September 2026

29.09.26

Morning Challenge



Use your spelling words from this week to create sentences.

The most creative sentence will earn a Dojo!

illegal

illegible

illogical

illiterate

illicit

irregular

irrelevant

irresponsible

irrational

irrelevant

Tuesday 29th September 2026

Close reading

What do you think the BFG is trying to do by asking about an elephant?

How does the conversation between Sophie and the BFG help move the story forward?

'Please tell me what you were doing in our village,' Sophie said. 'I promise you can trust me.'

'Would you teach me how to make an elefant?' the BFG asked.

'What *do* you mean?' Sophie said.

'I would dearly love to have an elefant to ride on,' the BFG said dreamily. 'I would so much love to have a jumbly big elefant and go riding through green forests picking peachy fruits off the trees all day long. This is a sizzling-hot muckfrumping country we is living in. Nothing grows in it except snozzcumpers. I would love to go somewhere else and pick peachy fruits in the early morning from the back of an elefant.'

Sophie was quite moved by this curious statement.

'Perhaps one day we will get you an elephant,' she said. 'And peachy fruits as well. Now tell me what you were doing in our village.'

'If you is really wanting to know what I am doing in your village,' the BFG said, 'I is blowing a dream into the bedroom of those children.'

'*Blowing a dream?*' Sophie said. 'What *do* you mean?'

'I is a dream-blowing giant,' the BFG said. 'When all the other giants is galloping off every what way and which to swollop human beans, I is scuddling away to other places to blow dreams into the bedrooms of sleeping children. Nice dreams. Lovely golden dreams. Dreams that is giving the dreamers a happy time.'

'Now hang on a minute,' Sophie said. 'Where do you get these dreams?'

'I collect them,' the BFG said, waving an arm towards all the rows and rows of bottles on the shelves. 'I has billions of them.'

'You can't *collect* a dream,' Sophie said. 'A dream isn't something you can catch hold of.'

'You is never going to understand about it,' the BFG said. 'That is why I is not wishing to tell you.'

'Oh, please tell me!' Sophie said. 'I *will* understand! Go on! Tell me how you collect dreams! Tell me everything!'

The BFG settled himself comfortably in his chair and crossed his legs. 'Dreams,' he said, 'is very mysterious things. They is floating around in the air like little wispy-misty bubbles. And all the time they is searching for sleeping people.'

'Can you see them?' Sophie asked.

How does the author's use of funny language make the chapter more enjoyable?

Why do you think the giant has decided to trust Sophie?

'Never at first.'

'Then how do you catch them if you can't see them?' Sophie asked.

'Ah-ha,' said the BFG. 'Now we is getting on to the dark and dusky secrets.'

'I won't tell a soul.'

'I is trusting you,' the BFG said. He closed his eyes and sat quite still for a moment, while Sophie waited.

'A dream,' he said, 'as it goes whiffing through the night air, is making a tiny little buzzing-humming noise. But this little buzzy-hum is so silvery soft, it is impossible for a human bean to be hearing it.'

'Can *you* hear it?' Sophie asked.

The BFG pointed up at his enormous truck-wheel ears which he now began to move in and out. He performed this exercise proudly, with a little proud smile on his face. 'Is you seeing these?' he asked.

'How could I miss them?' Sophie said.

How do illustrations help the reader?



'They maybe is looking a bit propsposterous to you,' the BFG said, 'but you must believe me when I say they is very extra-usual ears indeed. They is not to be coughed at.'

'I'm quite sure they're not,' Sophie said.

'They is allowing me to hear absolutely every single twiddly little thing.'

'You mean you can hear things I can't hear?' Sophie said.

'You is *deaf as a dumpling* compared with me!' cried the BFG. 'You is hearing only thumping loud noises with those little earwigs of yours. But I am hearing *all the secret whisperings of the world!*'

'Such as what?' Sophie asked.

'In your country,' he said, 'I is hearing the footsteps of a ladybird as she goes walking across a leaf.'

'*Honestly?*' Sophie said, beginning to be impressed.

'What's more, I is hearing those footsteps *very loud*,' the BFG said. 'When a ladybird is walking across a leaf, I is hearing her feet going *clumpety-clumpety-clump* like giants' footsteps.'

'Good gracious me!' Sophie said. 'What else can you hear?'

'I is hearing the little ants chittering to each other as they scuddle around in the soil.'

'You mean you can hear ants talking?'

'Every single word,' the BFG said. 'Although I is not exactly understanding their langwitch.'

'Go on,' Sophie said.

'Sometimes, on a very clear night,' the BFG said, 'and if I is swiggling my ears in the right direction,' — and here he swivelled his great ears upwards so they were facing the ceiling — 'if I is swiggling them like this and the night is very clear, I is sometimes hearing faraway music coming from the stars in the sky.'

A queer little shiver passed through Sophie's body. She sat very quiet, waiting for more.

'My ears is what told me you was watching me out of your window last night,' the BFG said.

'But I didn't make a sound,' Sophie said.

'I was hearing your heart beating across the road,' the BFG said. 'Loud as a drum.'

'Go on,' Sophie said. 'Please.'

'I can hear plants and trees.'

'Do *they* talk?' Sophie asked.

'They is not exactly talking,' the BFG said. 'But they is making noises. For instance, if I come along and I is picking a lovely flower, if I is twisting the stem of the flower till it breaks, then the plant is screaming. I can hear it screaming and screaming very clear.'

'You don't mean it!' Sophie cried. 'How awful!'

'It is screaming just like you would be screaming if someone was twisting *your* arm right off.'

'Is that really true?' Sophie asked.

'You think I is swizzfiggling you?'

Why does the author include impossible things that the BFG can hear?

How does this chapter change Sophie's feelings about the BFG?

29.09.26
Times tables

6 times tables



29.09.26

TBAT: recognise time on a digital clock.

3 in 3

1) How many seconds are there in 2 minutes?

2) $64 \times 2 =$

3) Find $\frac{1}{2}$ of 12=

Challenge

If the minute hand is on the 6, and the hour hand is halfway between 3 and 4. What is the time?

29.09.26

TBAT: recognise time on a digital clock.

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

[Topmarks](#)

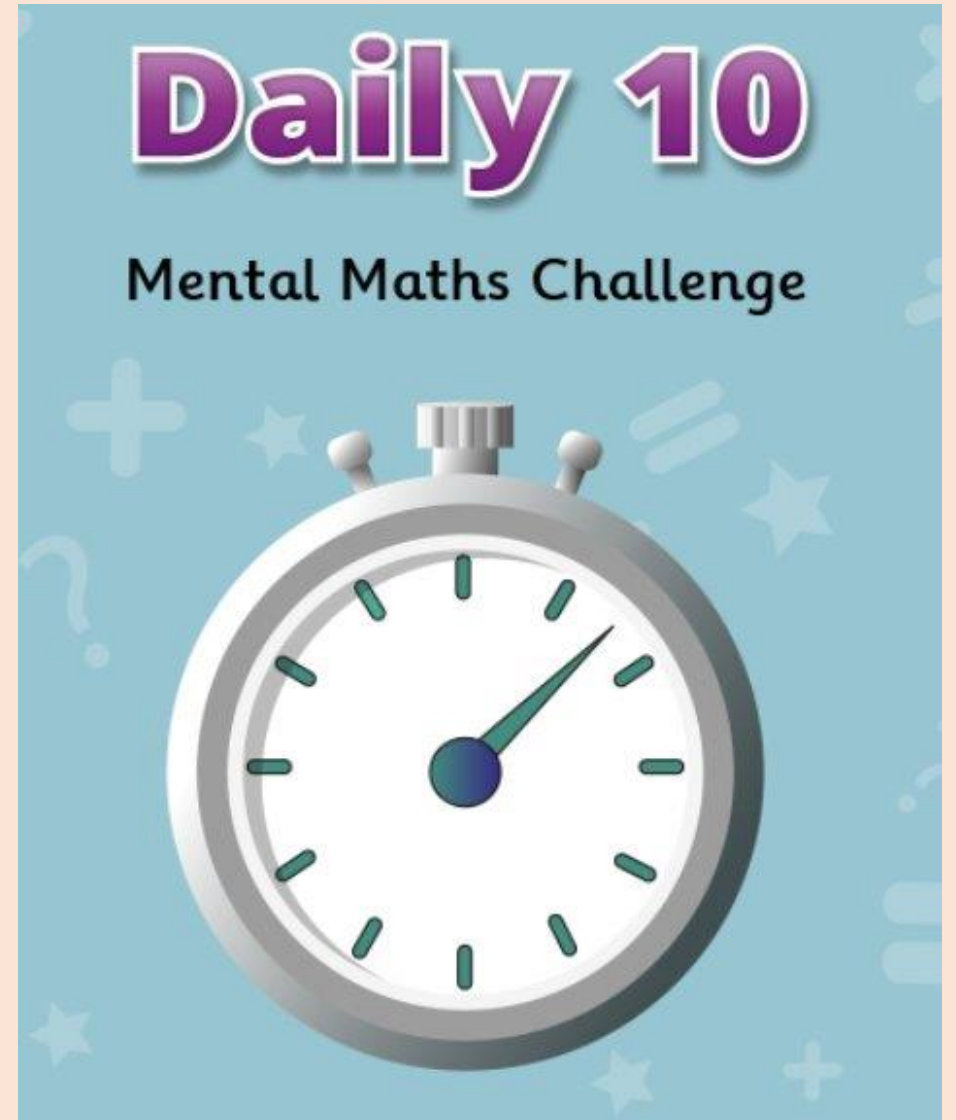
Level 4- 6 times tables

Key Vocabulary

multiple

Place holder

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



On your analogue clocks, with your partner, show these times:

Half past three.

six o'clock.

What is the time
on the clock?

This is a digital clock

When the minutes
show "00", it means
"o'clock" —
because no
minutes have
passed the hour.



Hours

Minutes

What is the time on the digital clock?



When the minutes show "30", it means "half past" — because 30 minutes have passed the hour.

What is the time on the clock?



Hours

Minutes

A full hour is 60 minutes, therefore half of an hour is 30 minutes.

What is the time on the digital clock?



When the minutes show "15", it means "quarter past" — because 15 minutes have passed the hour.

What is the time on the clock?



Hours

Minutes

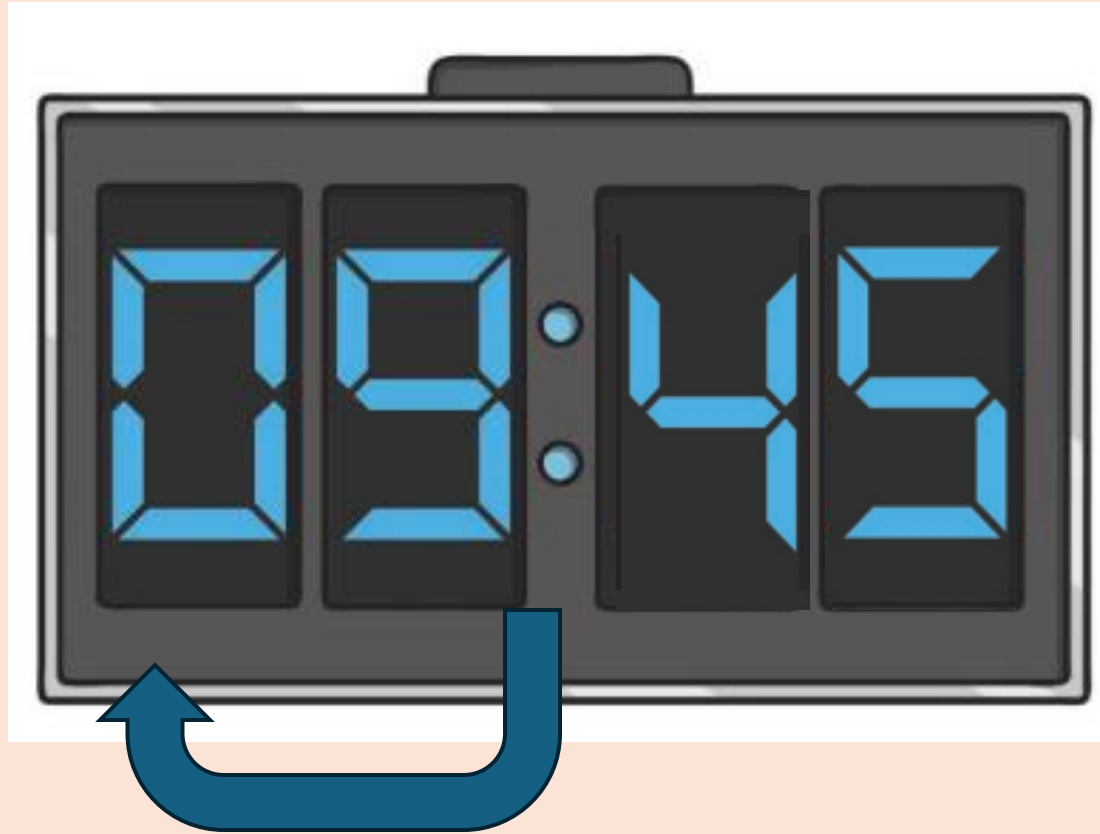
A full hour is 60 minutes, therefore one quarter ($\frac{1}{4}$) of an hour is 15 minutes.

What is the time on the digital clock?



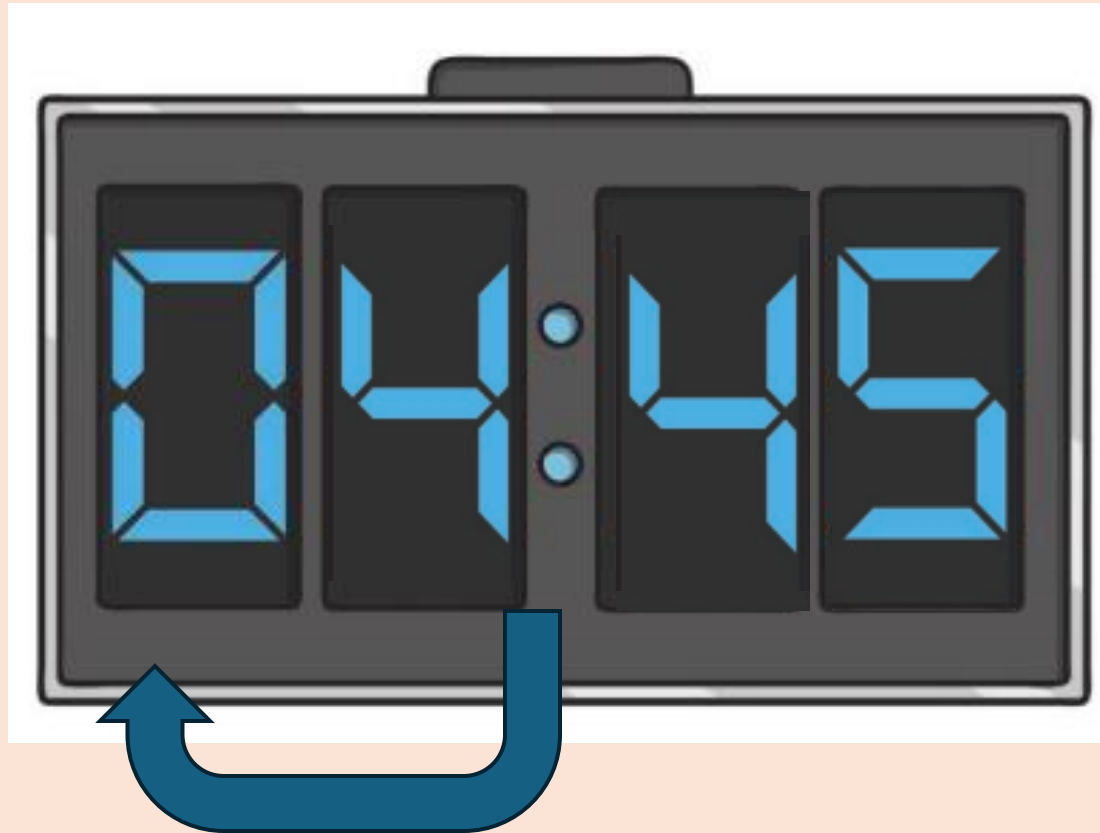
What is the time on the digital clock?

if the time is
09:45,
we say,
“**quarter to 10**”,
because it's 15
minutes *before*
10 o'clock



You have to look at the hours and see what the next hour will be !

What is the time on the digital clock?



You have to look at the hours and see what the next hour will be !

Independent

Answer the following questions in your book.

What time is shown on the clocks?

Blue

Green



Do not write 11:30 or 7:30! Write the full time out

Challenge: Liam sees the digital clock showing 07:45.
He says, "It's 45 minutes past 7." Do you agree with Liam?

Independent



Fill in the gaps to make
it the correct time



Quarter to 7



Quarter past 11

Write the
time
underneath
the clock

Write the
missing
numbers
on the
clock

RP: Tom sees the digital time 02:15.

He says, “That means it’s quarter to 2.”

Is Tom correct?

If not, what should the correct time be?

Explain your answer.

Mastery

What is the time on
the clock?



Challenge

Eva says:

“The time on the digital
clock is 05:45, so it must
be 45 minutes past 5.”

Do you agree with Eva?

Explain your answer.

GD Mastery

Amira starts work at 2:15.

She finishes work at 3:30.

 How long does she
work for?

**Write your answer in
hours and minutes.**

Tuesday 28th September 2026

TBAT: use direct speech.

3 in 3

The Lost Puppy

"Have you seen my puppy?" asked Zara.

"No, but I heard a barking sound near the park," replied Ben.

The two children walked to the park and listened carefully.

"There it is!" shouted Zara. A small brown puppy was sitting under a bench. The puppy wagged its tail and ran towards Zara.

"I'm so happy we found him," said Zara.

"Me too," smiled Ben.

- 1. Why did Zara and Ben go to the park?**
- 2. Where did they find the puppy?**
- 3. How did Zara feel when she found her puppy? Give evidence from the text.**

Tuesday 29th September 2026

TBAT: use direct speech.

Blue- What is indirect speech?

Green- What is direct speech?

Challenge- What type of speech would be used more in a newspaper report? Why?

Tuesday 29th September 2026

TBAT: use direct speech.

Vocabulary recap

Indirect speech reports on what has been said without writing the speech in full. It can also be called reported speech. For example: Kyle said that he would help me.

A **reporting clause** is the part of a sentence which states who is speaking or thinking. For example: David wondered; Shabir asked; Tommy whispered.

Direct speech is shown by writing exactly what was spoken between inverted commas. For example: "Hello!" said Shilo.

Inverted commas (") are punctuation marks which show where speech begins and ends. They are also known as speech marks.

Tuesday 29th September 2026

TBAT: use direct speech.

We can identify when speech has been used in a piece of writing.

Direct speech is shown by writing exactly what was spoken between **inverted commas**. It also contains a **reporting clause** to tell us who is speaking.

For example:

“I really enjoy reading stories,” said Rebecca.

“Where are your shoes?” asked grandma.

Tuesday 29th September 2026

TBAT: use direct speech.

Speech can also be shown using **indirect speech**.

Indirect speech does not use inverted commas because it reports what has been said without writing the speech in full. It still contains a **reporting clause** to explain who is speaking.

Indirect speech uses a **linking word** such as whether, that or if to link who said something to what they said.

For example:

Billy asked whether he could play football.

George stated that he was feeling worried about his spelling test on Friday.

Tuesday 29th September 2026

TBAT: use direct speech.

Talk partners

Which types of speech have been used in each sentence below? Direct or indirect? How do you know?

A. My mum told me that I was going to stay at my grandma's house this weekend.

B. Harry screamed, "I love coming to the theme park! It's so much fun!"

C. "Please follow me to your table," the waiter announced.

D. Fred told his brother that if he did all his homework, he could have a treat from the treat cupboard.

Tuesday 29th September 2026

TBAT: use direct speech.

When we use direct speech in our writing, there are some punctuation rules that we need to remember.

Inverted commas are used at the beginning and end of the spoken words to show what a character is saying or thinking.

For example:

“Help!” shouted Charles.

The teacher uttered, “Please push your chairs under your desk before you leave.”

Tuesday 29th September 2026

TBAT: use direct speech.

When **inverted commas** have been used, the first letter of the spoken word must be a **capital letter**.

For example:

“**H**elp!” shouted Charles.

The teacher uttered, “**P**lease remember push your chairs under your desk before you leave.”

When the reporting clause is before the **inverted commas**, we need to use a **comma**.

Tuesday 29th September 2026

TBAT: use direct speech.

We must also use punctuation at the end of the spoken words. This depends on what has been said and how it has been spoken.

For example:

“Help!” shouted Charles.

An **exclamation mark** has been used because Charles is shouting.

The teacher uttered, “Please push your chairs under your desk before you leave.”

A **full stop** has been used because it is the end of the sentence.

Tuesday 29th September 2026

TBAT: use direct speech.

Task A

Choose an appropriate punctuation mark to complete the direct speech below. Remember to use your purple pen!

1. “Get down from there__” yelled Grandad angrily.
2. “I want to go to the cinema for my birthday celebrations__” stated Betty.
3. Mrs Powell asked, “What is the answer to the question on the board__”

Task B

Write a short conversation between these two children, using inverted commas for speech. (You may want to give them names)
Remember – start a new line for each speaker.



WAGOLL

"Look at me fly," screamed Clare.

"I'm going so high I can almost touch the sky!" replied Sara.



Opening speech marks



Capital letter



The speech



Punctuation
(. ? ! ,)



Closing speech marks



Who is speaking



How it is said



Word bank

swings	laughed
fast	screamed
high	kicked
park	

Tuesday 29th September 2026

TBAT: follow the melodic shape of minor tonality folk songs

Keywords

minor pentachord

the first five notes of the minor scale: la, ti, do, re, mi

accompaniment

a musical part that supports the main melody or chant

drone

a constant, pitched sound that continues throughout a piece of music

texture

the combination of different layers of sounds



dynamics

how loud or quiet the music is



Warm up

These tongue twisters and songs will help us warm up further. They help us move our bodies and use our voices in different ways.



Tongue Twisters



Are you ready for music?



Jacob

My body feels relaxed.
My throat feels warm.
My mind is alert.



Let's sing Rise Up O Flame.



This song has a
minor tonality.

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

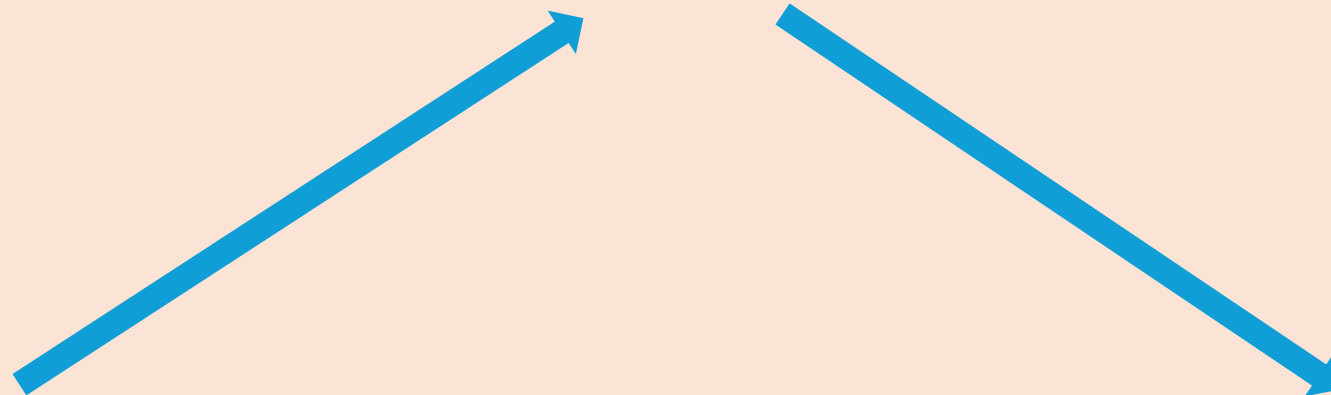


Aisha

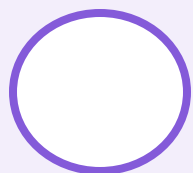
How would you describe the melodic shape of this song?

When we sing, we string together a series of high and low notes to create a **melody**.

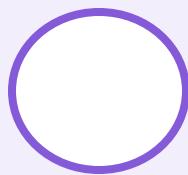
It's trickier to hear in this song because there are many notes for each syllable sometimes, but this song makes much use of the **minor pentachord**, both **ascending** (going up) and **descending** (going down).



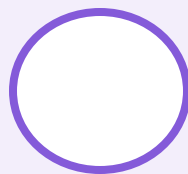
Can you hear these five notes ascending in step?



by

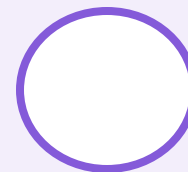


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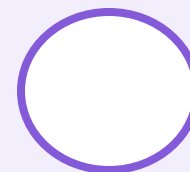


the

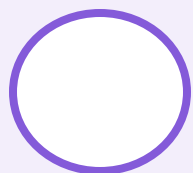
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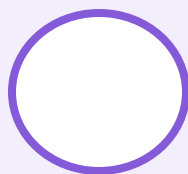
light



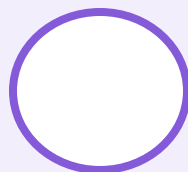
And again here?



vi

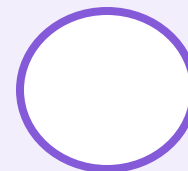


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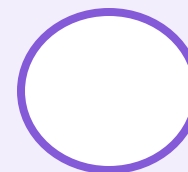


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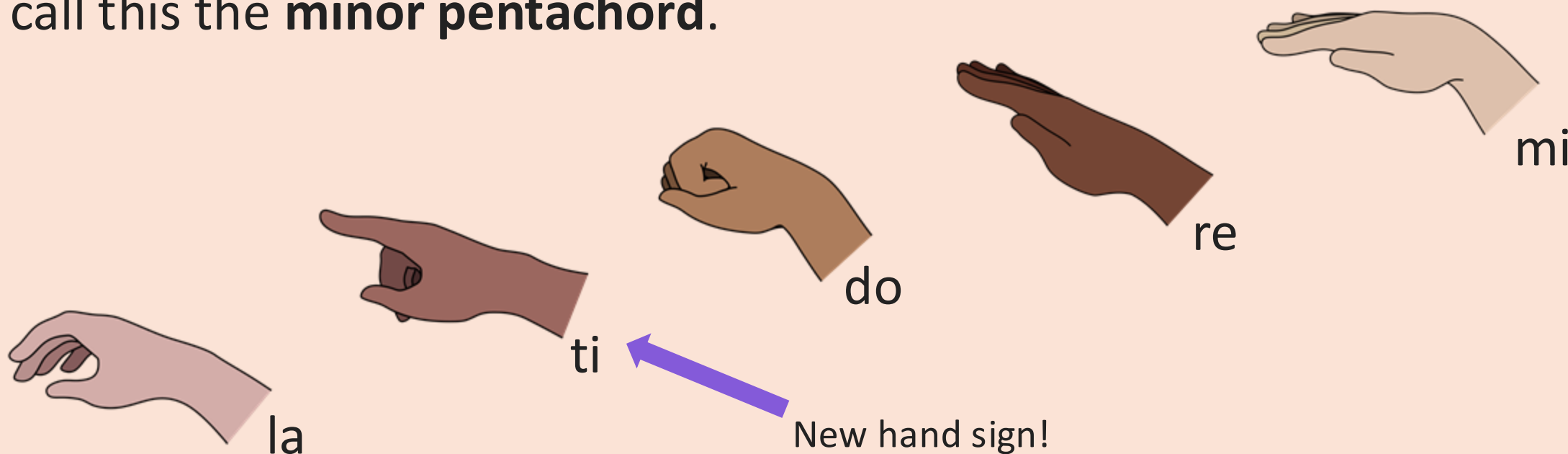
and



This song has a **minor tonality**, so it centres around the tonic note, **la**.

It uses the first five notes of the **minor** scale.

We call this the **minor pentachord**.



1. Let's sing Have you Seen the Ghost of Tom? This is a folk song with a **minor tonality**.



Have you seen the ghost of Tom?
Long white bones with the skin all gone.
Ooooooh, ooh, ooh, ooh, ooh, ooh
Wouldn't it be chilly with no skin on?!

2. Listen carefully to the **blue** lyrics and think about their **melodic shape**.

What do you notice?

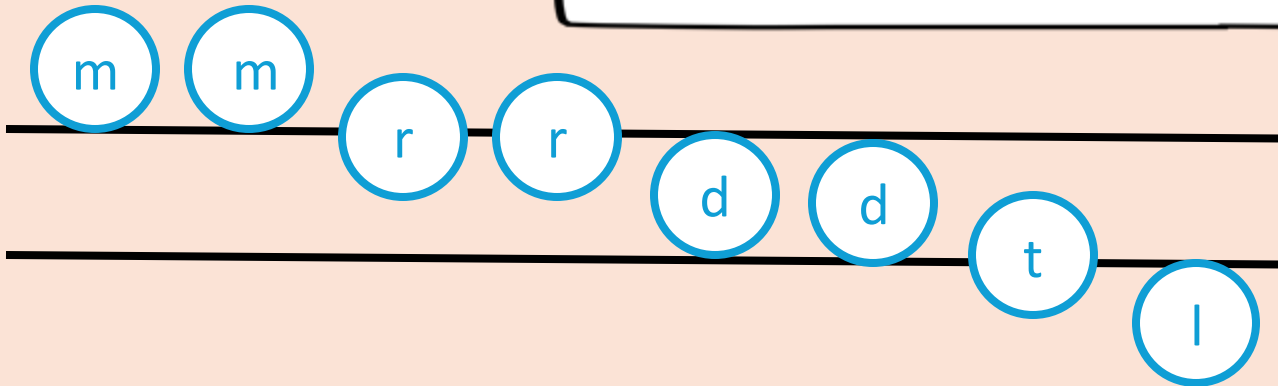


Alex

3. Sing the **Solfège** for the purple lyrics, which is the **descending minor pentachord**.



Have you seen the ghost of Tom?
Long white bones with the skin all gone.
Ooooooh, ooh, ooh, ooh, ooh, ooh
mi mi re re do do ti la skin on?!



Would-n't it be chi -lly with no...



Alex

29.09.26

Handwriting – size, proportion and spacing

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

Join 1

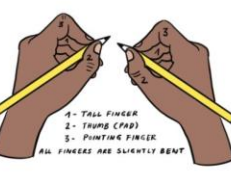
ious

glorious

serious

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

1- THUMB FINGER
2- THUMB PAD
3- POINTING FINGER
ALL FINGERS ARE SLIGHTLY BENT



Tuesday 29th September 2026

TBAT: work with others to design a building by combining ideas and planning together.

Keywords

collaboration

working together with others to achieve a shared goal

design brief

a short description of what a design project should achieve

idea

a thought, picture or image that appears in the mind

Collaboration means working together with others to achieve a shared goal.



People working in **collaboration**

A great **collaboration** means that everyone contributes, listens and respects each other's **ideas**.



Architects working in **collaboration**

Architects rarely work alone.

They plan, sketch, and build **ideas** together, sharing skills and making decisions as a group.

This is a great example of **collaboration**.

Architects often work towards a **design brief**.



Architectural design layout plan

A **design brief** is a short description of:

- what the project hopes to achieve
- what the design includes
- who will use it



Landscape photo with nature and buildings

Discuss in groups an **idea** for a building that could be used in your local area.

For example, a museum or a building for an open space.



Designed by Ai Weiwei



Designed by Atelier Bow-Wow



Designed by Yinka Ilori



Designed by Rural Studio Urban Projects
(USA)



Designed by Frank Lloyd Wright



Designed by Assemble Studio Art

What is a **design brief**?

- a** A short description of what you need to create 
- b** A drawing of a building that you wish to create
- c** A list of colours to use for creating your artwork
- d** A history of famous architects who create buildings

1. Discuss in groups possible **ideas** for an architectural building which you could design for your local area.
2. Specify what your design brief is.
Use the table to organise your ideas.

Building name:	
What the design includes:	
Who will use it:	
What the design hopes to achieve:	

Architects often have different roles, you might find:

- someone draws
- someone builds **ideas**
- someone writes notes

Discuss in your group which role you'd most like to do, based on your strengths.



Don't worry if more than one person wants to do a role, as you'll all have the chance to try out each role later on.



Designing on paper

Once your group has agreed on a shared **idea**, it's time to develop your sketches and notes into a labelled drawing.

This should show what your building will look like and some of its key features.

Take turns with each of the architect design roles so that:

- everyone has a chance to draw and sketch the **idea**
- everyone can add notes or labels
- everyone's **ideas** are included



Architects designing together

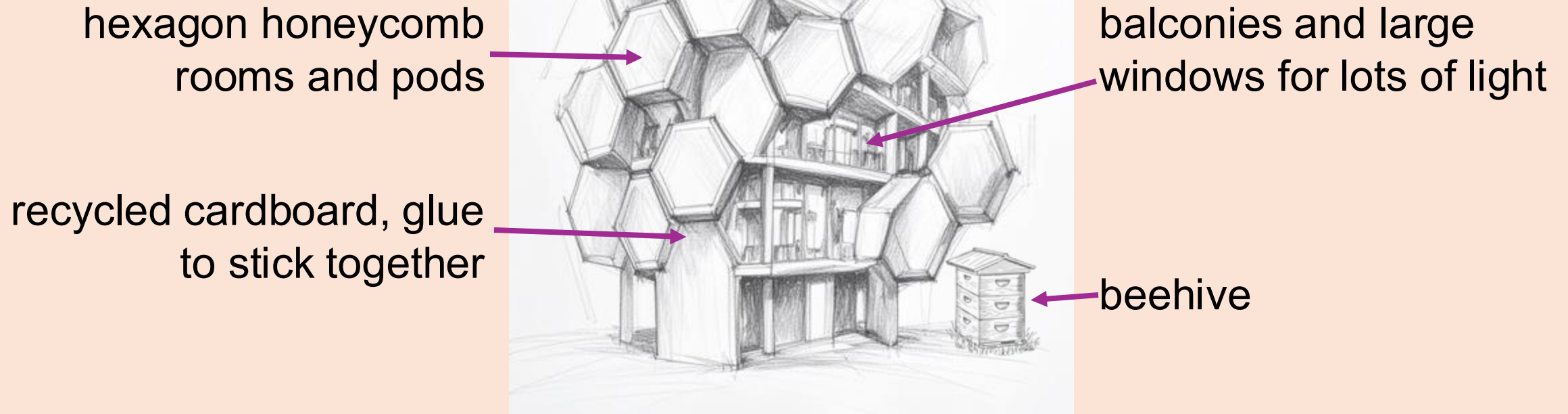


Architectural sketch design

Use a combination of techniques to create a refined drawing that responds to your **design brief**, including:

- shading
- line work
- perspective

Add labels to your drawing to point out the key features of your design **idea**.



Your final **collaborative** design should show a shared design that combines the best of your group's **ideas**.

Responding to the **design brief** created in Task A, create a sketch of your group's architectural design **idea**.

You should:

- add labels to highlight the key features
- add labels to identify possible materials you could use to make a 3D model of it

Tuesday 29th September

TBAT: develop attacking skills within the rules of the game.

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.

Bounce pass



Key Points

- Ball is thrown from chest height.
- Step forward.
- Push the ball towards the floor.
- Aim for it to bounce two-thirds of the way between you and your target.



Chest pass



Key Points

- Two-handed pass that comes from the chest.
- Hands are placed behind the ball in a W shape.
- Elbows in.
- Step into the pass.
- Hands finish pointing at the target.

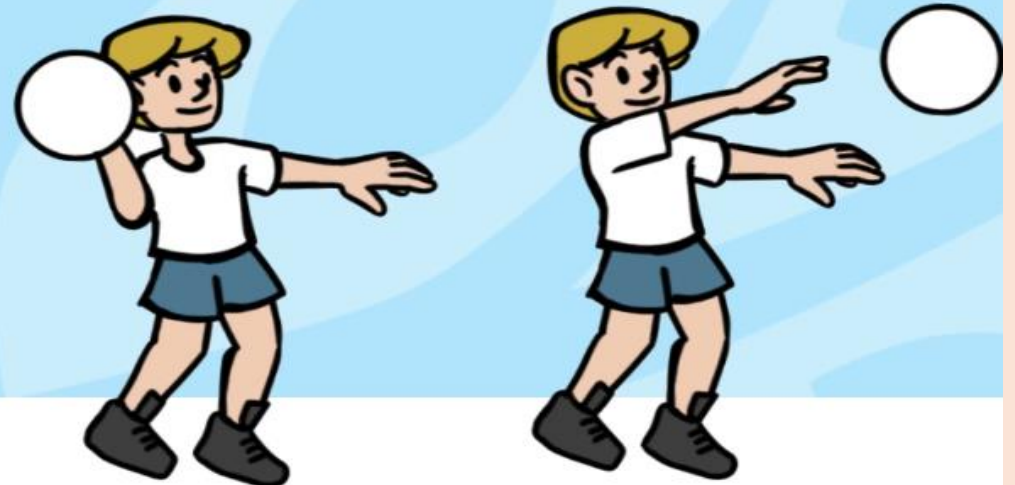


Shoulder pass



Key Points

- Ball in one hand.
- Elbow high in line with shoulder.
- Step forward with opposite foot.



Get Set 4
Education

Tuesday 29th September

TBAT: develop attacking skills within the rules of the game.

Success Criteria

- Make quick decisions on who to pass to.
 - Pull the ball in to your body to catch.
- Select the correct pass for the distance and considering defenders..

Whole Child Objectives

Social: To communicate with teammates to achieve a task.

Emotional: To be honest when using rules.

Thinking: To use decision making skills when passing.