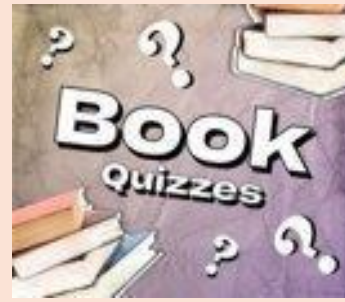
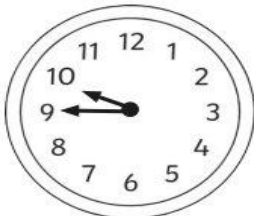
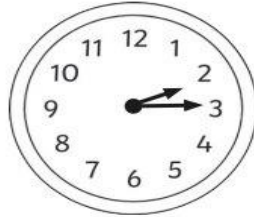
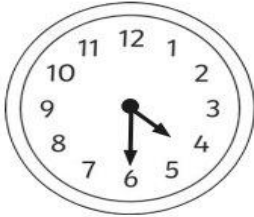


Wednesday 30th September 2026
30.09.26
Morning Challenge



Write down the time each clock is showing on the line underneath.



Read and write the times under each of the clocks.

Write today's date in your morning challenge book and stick the sheet neatly underneath the date.

Word bank

O' clock

quarter

past

to

half

Wednesday 30th September 2026

Extended reading

Independent reading

Answer the following questions

1. How do the words... **'She said softly.'** Tell you how Sophie is feeling towards the BFG?
2. Why does the author pause the conversation by saying **'the cave was very silent'?**
3. What does the word **'transfigured'** mean?
4. Why do you think the BFG has **'a blaze of emotions'?**

'It is rather hard to believe.'

'Then I is stopping right here,' said the BFG sharply. 'I is not wishing to be called a fibster.'

'Oh no! I'm not calling you anything!' Sophie cried. 'I believe you! I do really! Please go on!'

The BFG gave her a long hard stare. Sophie looked right back at him, her face open to his. 'I believe you,' she said softly.

She had offended him, she could see that.

'I wouldn't ever be fibbling to you,' he said.

'I know you wouldn't,' Sophie said. 'But you must understand that it isn't easy to believe such amazing things straightaway.'

'I understand that,' the BFG said.

'So do please forgive me and go on,' she said.

He waited a while longer, and then he said, 'It is the same with trees as it is with flowers. If I is chopping an axe into the trunk of a big tree, I is hearing a terrible sound coming from inside the heart of the tree.'

'What sort of sound?' Sophie asked.

'A soft moaning sound,' the BFG said. 'It is like the sound an old man is making when he is dying slowly.'

He paused. The cave was very silent.

'Trees is living and growing just like you and me,' he said. 'They is alive. So is plants.'

He was sitting very straight in his chair now, his hands clasped tightly together in front of him. His face was bright, his eyes round and bright as two stars.

'Such wonderful and terrible sounds I is hearing!' he said. 'Some of them you would never wish to be hearing yourself! But some is like glorious music!'

He seemed almost to be transfigured by the excitement of his thoughts. His face was beautiful in its blaze of emotions.

'Tell me some more about them,' Sophie said quietly.

'You just ought to be hearing the little micies talking!' he said. 'Little micies is always talking to each other and I is hearing them as loud as my own voice.'

'What do they say?' Sophie asked.

Teacher led

'Only the micies know that,' he said. 'Spiders is also talking a great deal. You might not be thinking it but spiders is the most tremendous natterboxes. And when they is spinning their webs, they is singing all the time. They is singing sweeter than a nightingull.'

'Who else do you hear?' Sophie asked.

'One of the biggest chatbags is the cattlepiddlers,' the BFG said.

'What do they say?'

'They is argying all the time about who is going to be the prettiest butterfly. That is all they is ever talking about.'

'Is there a dream floating around in here now?' Sophie asked.

The BFG moved his great ears this way and that, listening intently. He shook his head. 'There is no dream in here,' he said, 'except in the bottles. I has a special place to go for catching dreams. They is not often coming to Giant Country.'

'How do you catch them?'

'The same way you is catching butterflylies,' the BFG answered. 'With a net.' He stood up and crossed over to a corner of the cave where a pole was leaning against the wall. The pole was about thirty feet long and there was a net on the end of it. 'Here is the dream-catcher,' he said, grasping the pole in one hand. 'Every morning I is going out and snitching new dreams to put in my bottles.'

Suddenly, he seemed to lose interest in the conversation. 'I is getting hungry,' he said. 'It is time for eats.'

Why don't dreams often come to giant country?

Why do you think he suddenly lost interest in the conversation?

30.09.26

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

30.09.26

TBAT: tell and write the time on an analogue clock.

3 in 3

1. $62 \times 3 =$

2. $\frac{1}{2}$ of 14 =

3. Write the time in words:



Challenge

How many minutes are there in 2 and a half hours?

30.09.26

TBAT: tell and write the time on an analogue clock.

Key Vocabulary

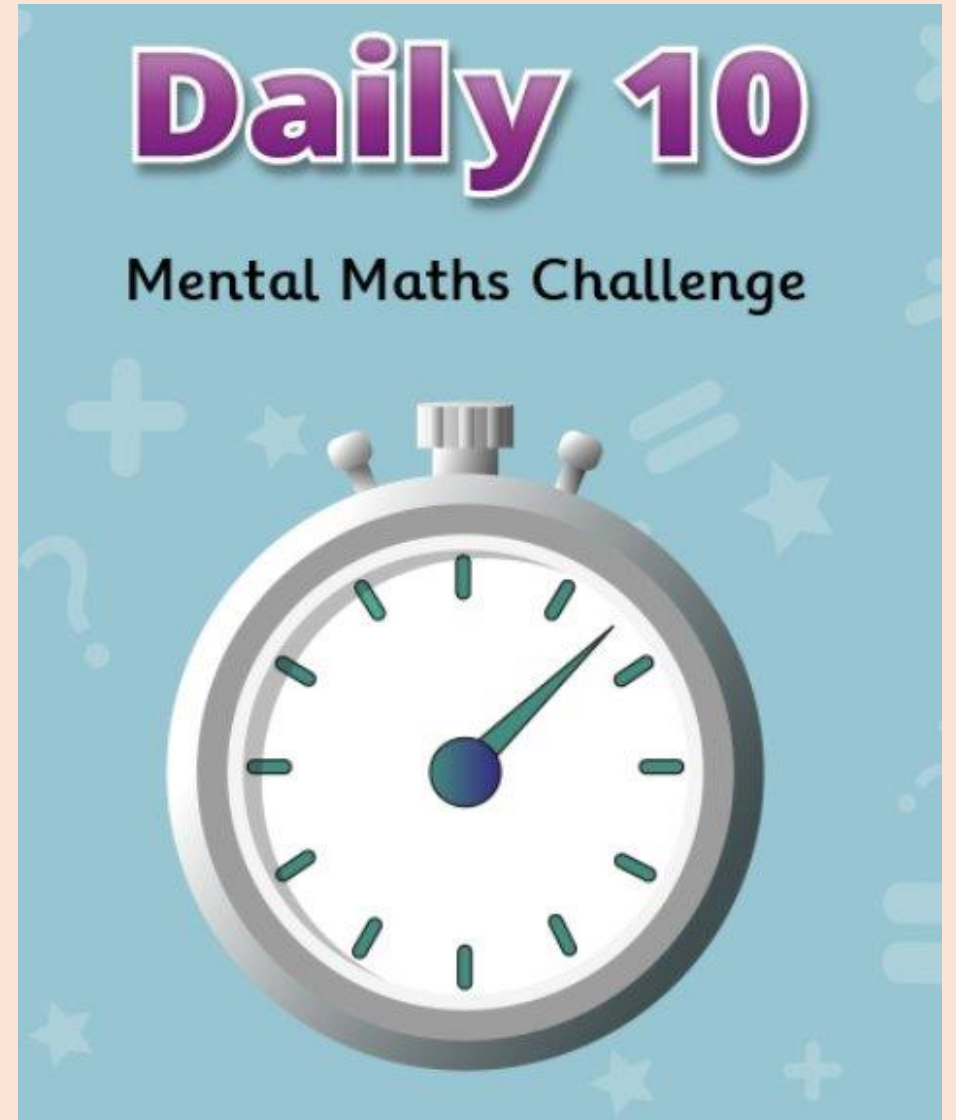
hour

Minute

Analogue

Duration

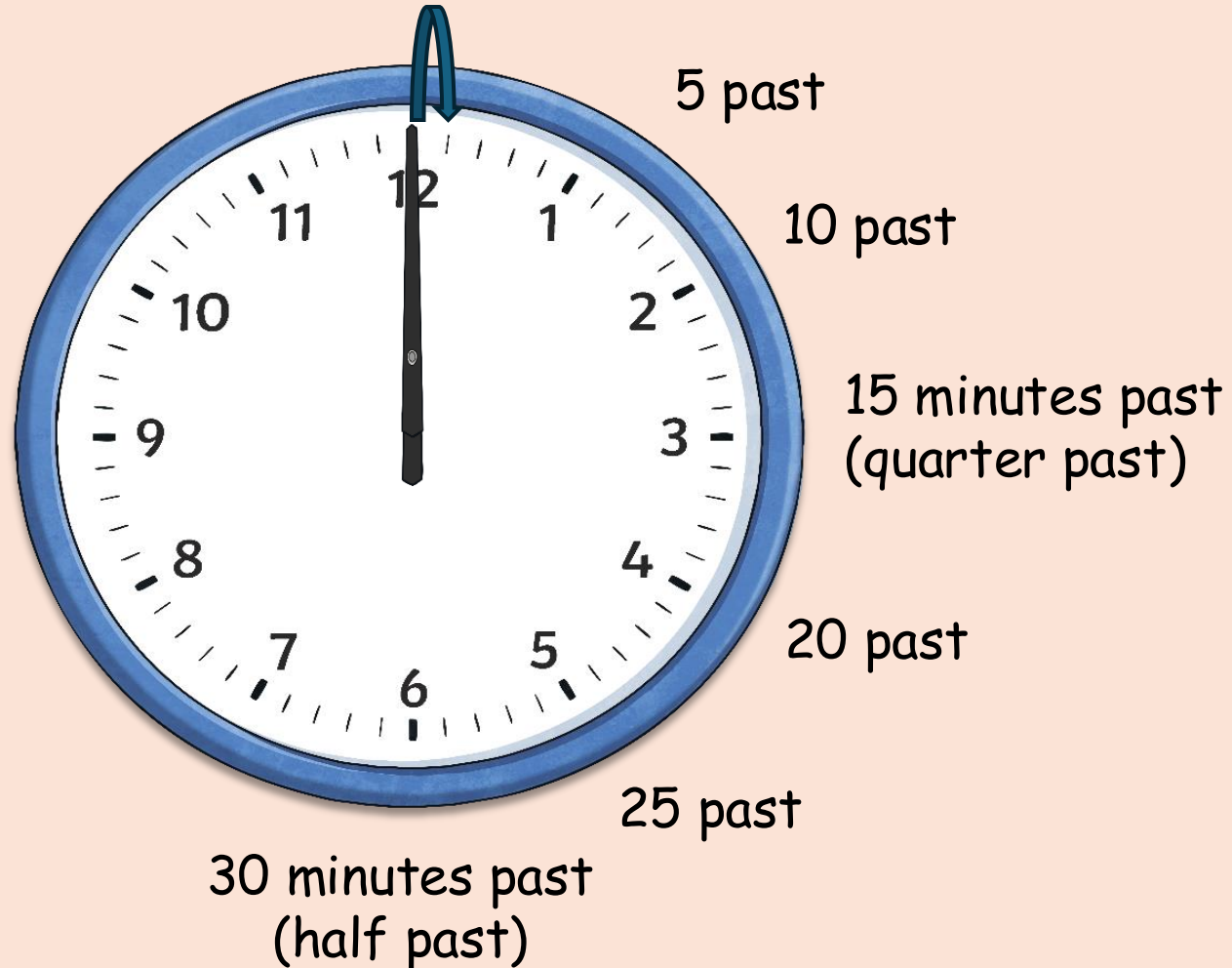
[Daily 10 - Mental Maths Challenge - Topmarks](#)
Level 4- 6 times tables



The long minute hand counts the minutes **past** the hour.

TP: Use 5 times tables to count round

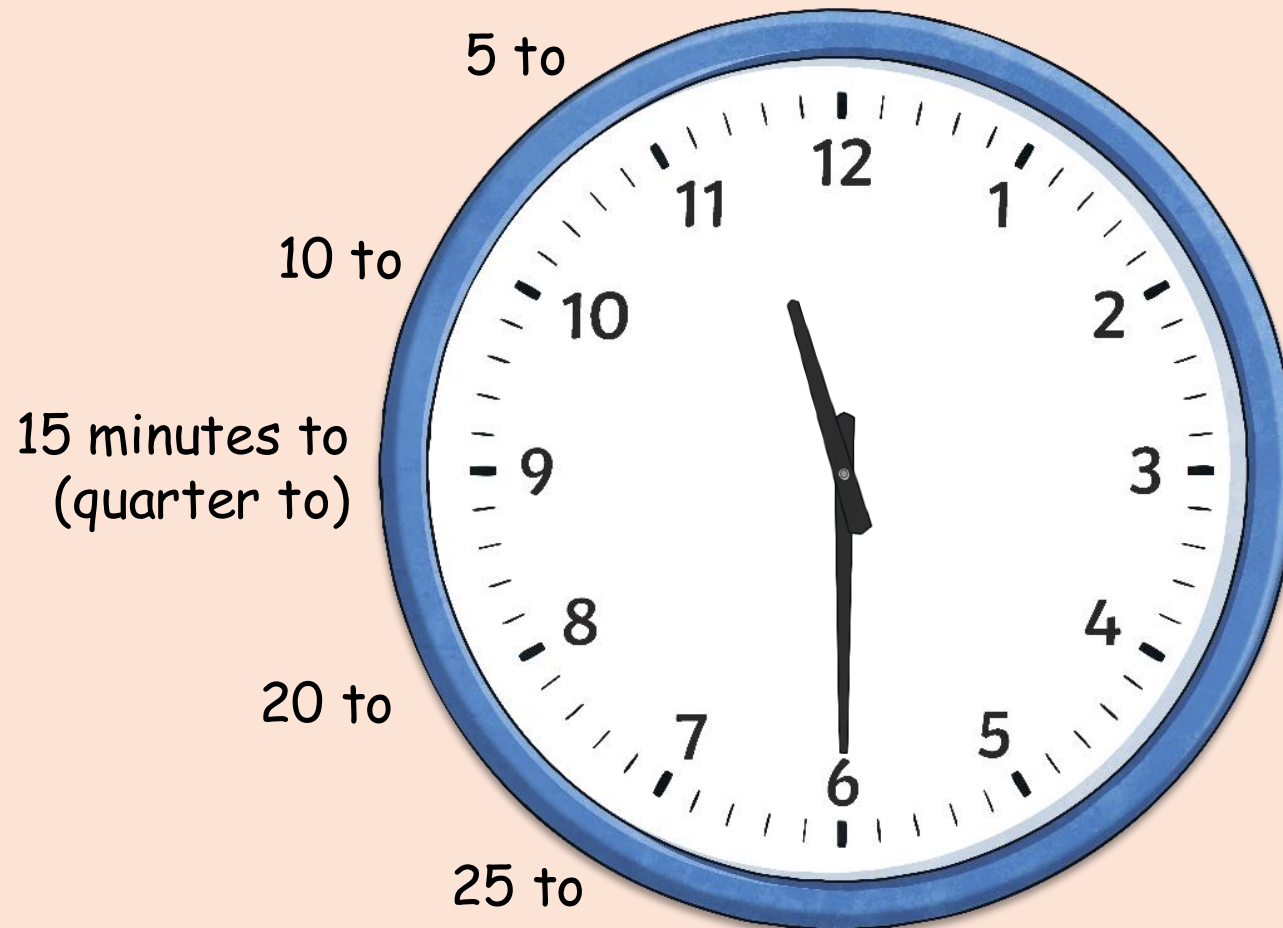
These are 1 minute marks



On your analogue clock, show 20 past 1.

Next, show 18 minutes past 1.

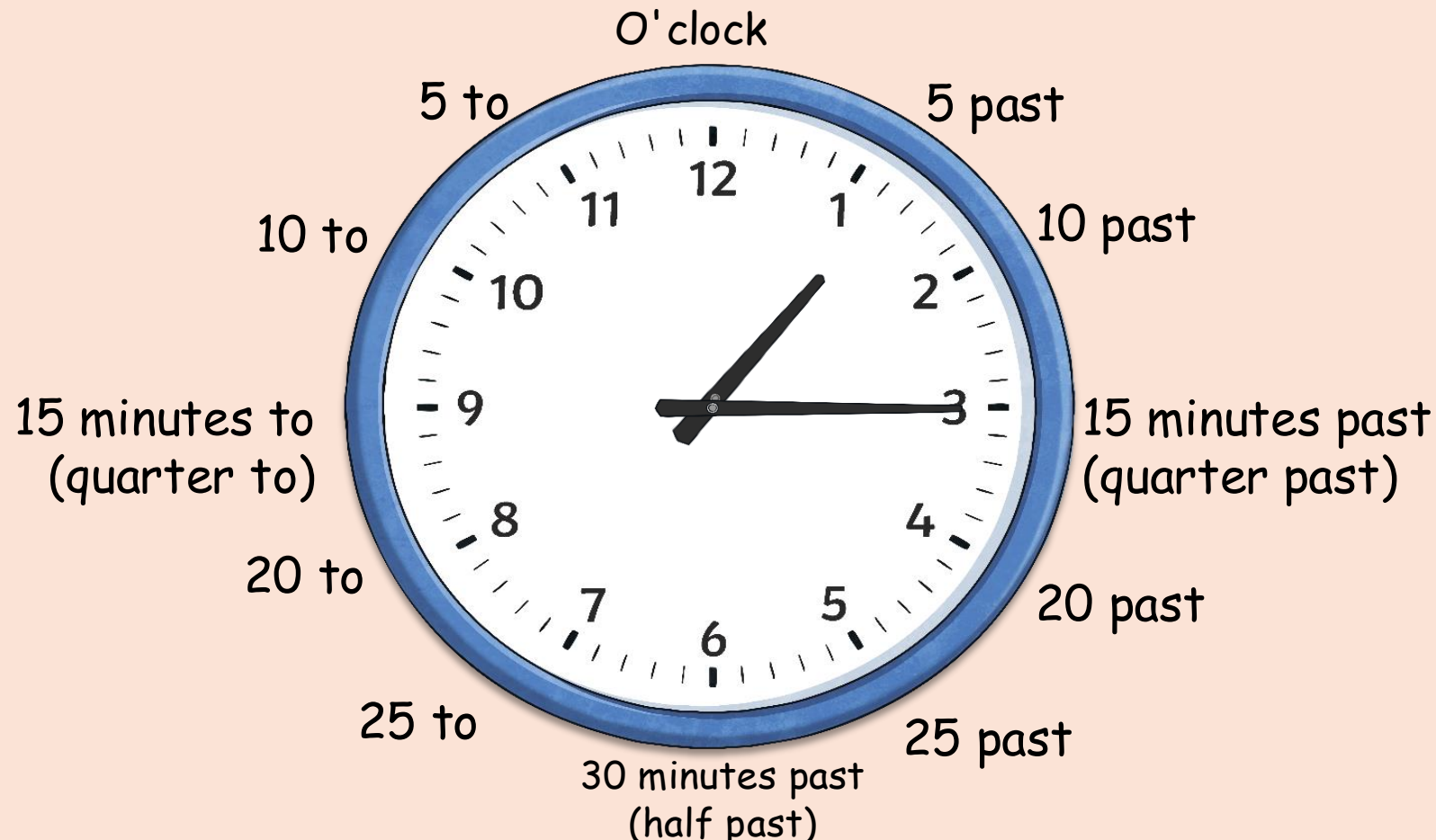
After half past, the minute hand counts the minutes **to** the next hour.



On your analogue clock, show 5 minutes to 2.

Next, show 4 minutes to 2.

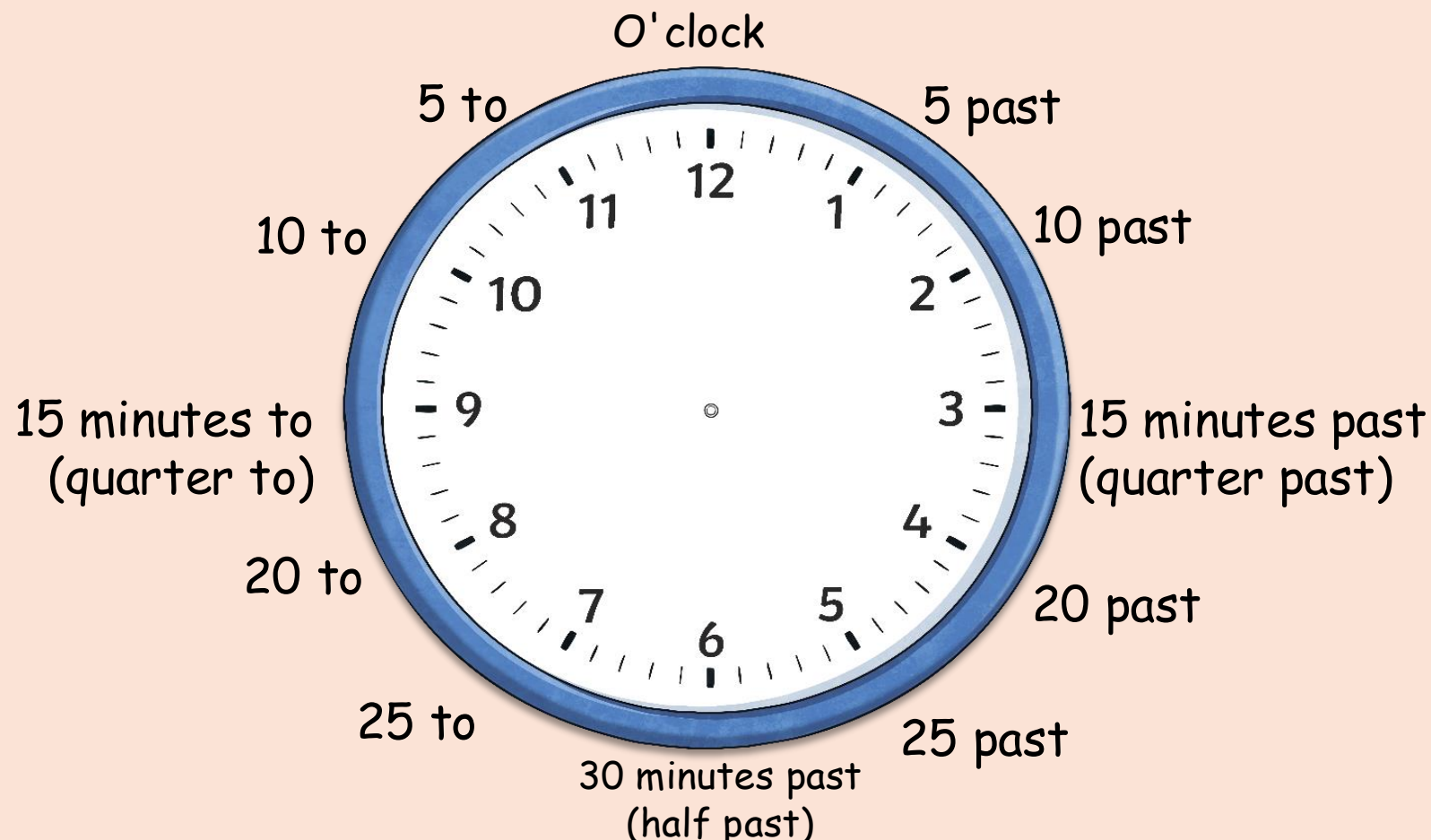
On your analogue clocks, show and tell your partner the time on this clock.



TP: Draw hands on

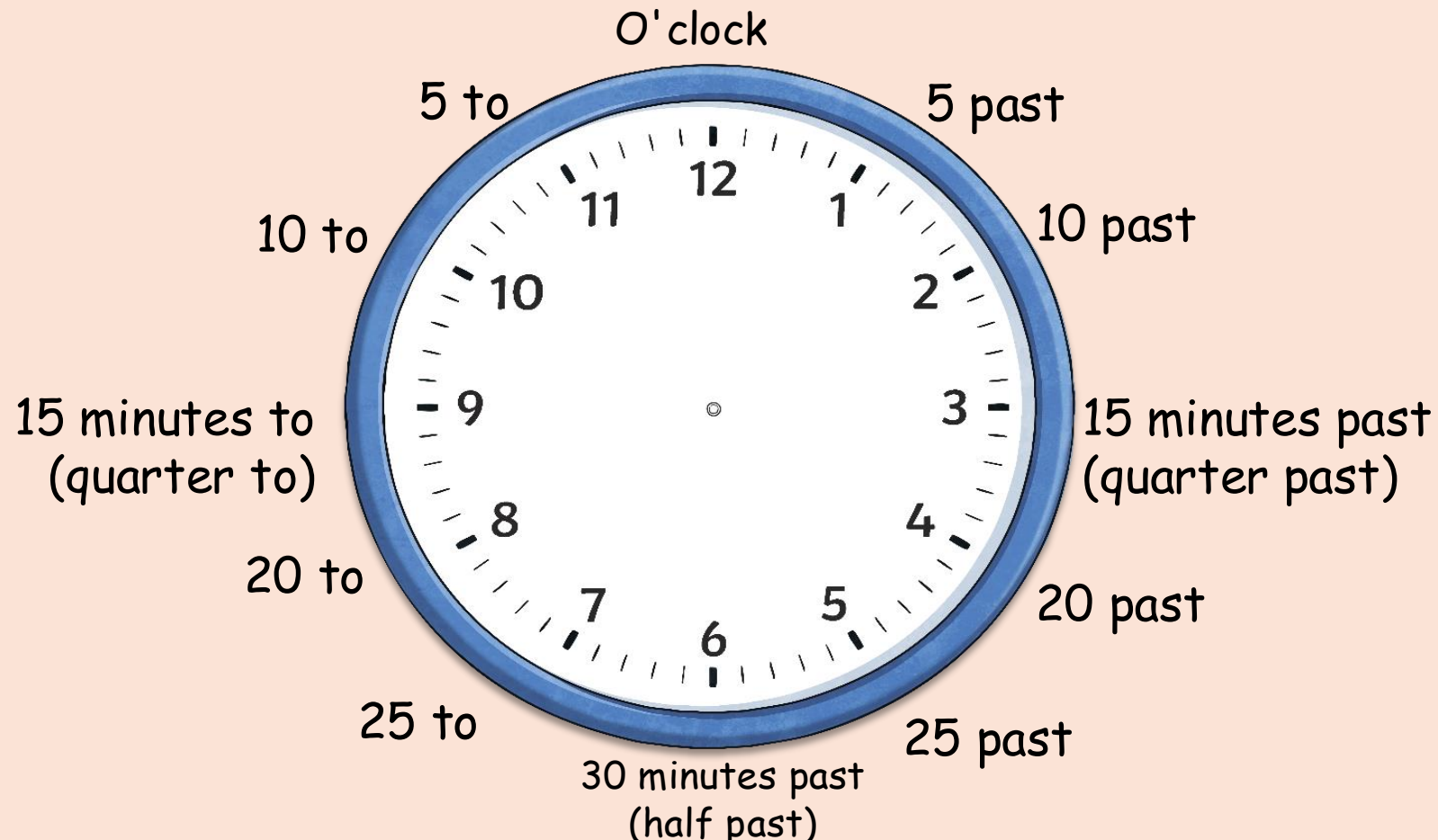
Show 25 minutes past 4

Challenge:
Write down
the time in
digital format.



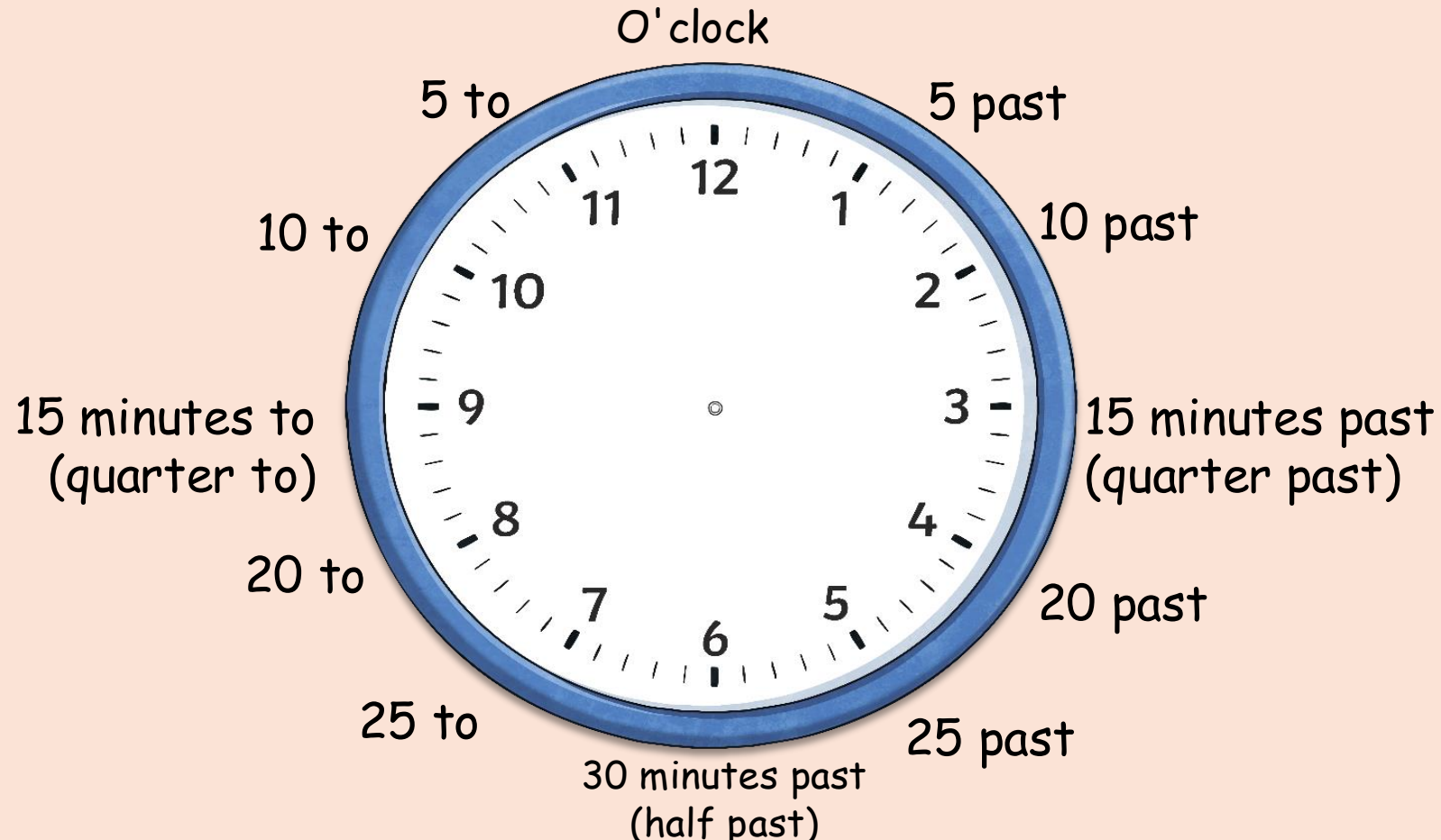
Show 10 minutes past 2

Challenge:
Write down
the time in
digital format.



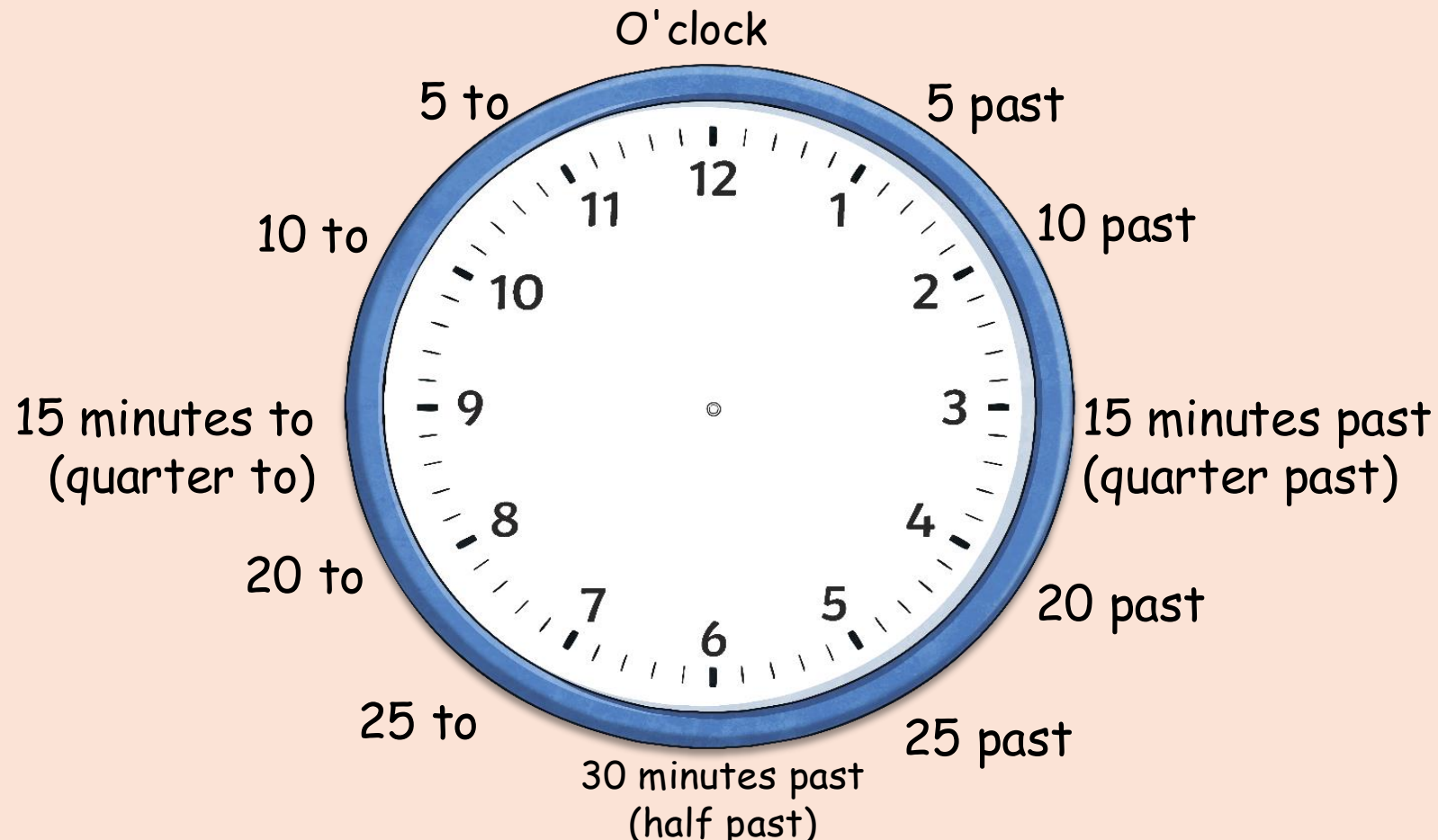
Show 22 minutes past 12

Challenge:
Write down
the time in
digital format.



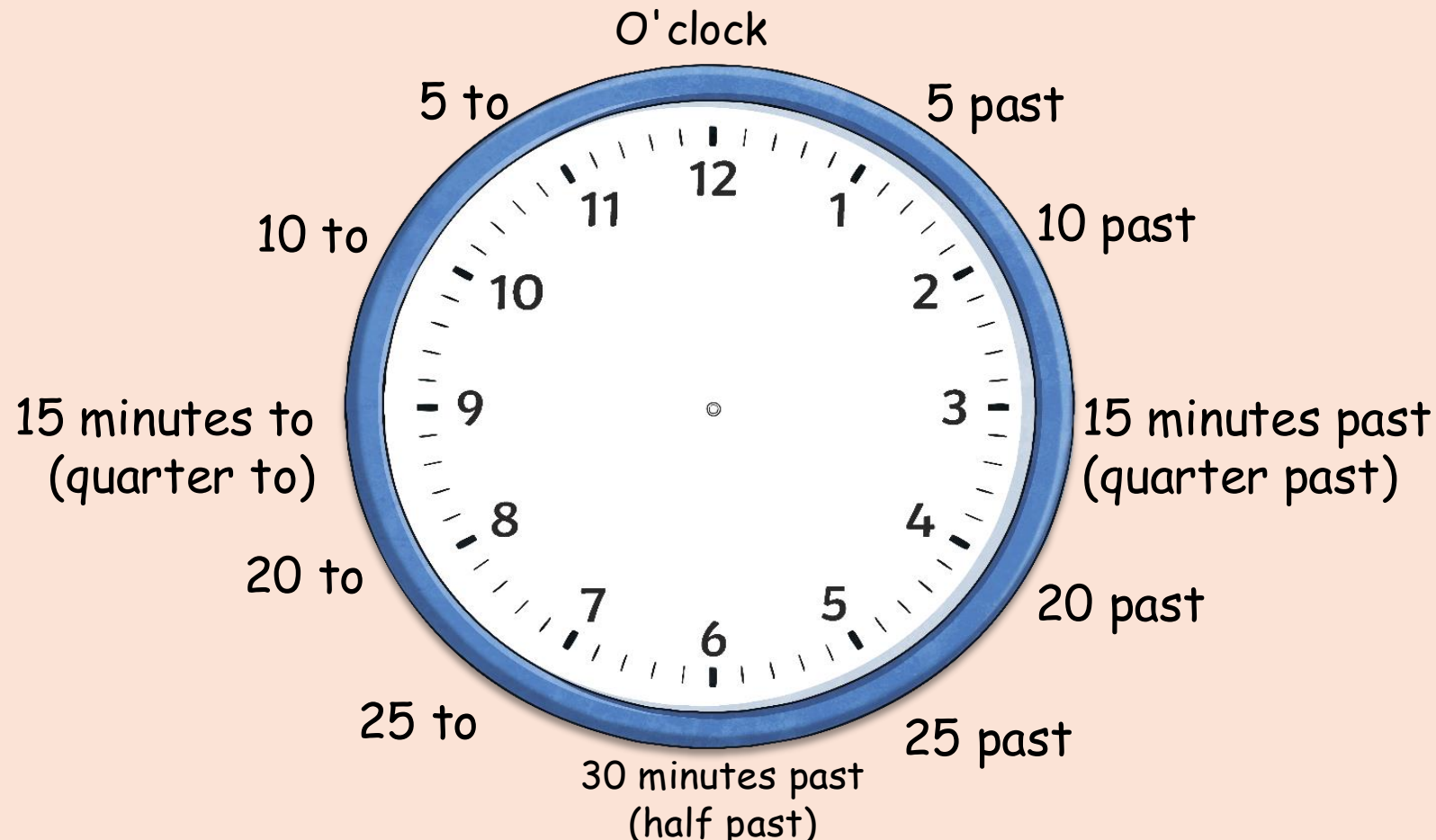
Show 10 minutes to 8

Challenge:
Write down
the time in
digital format.



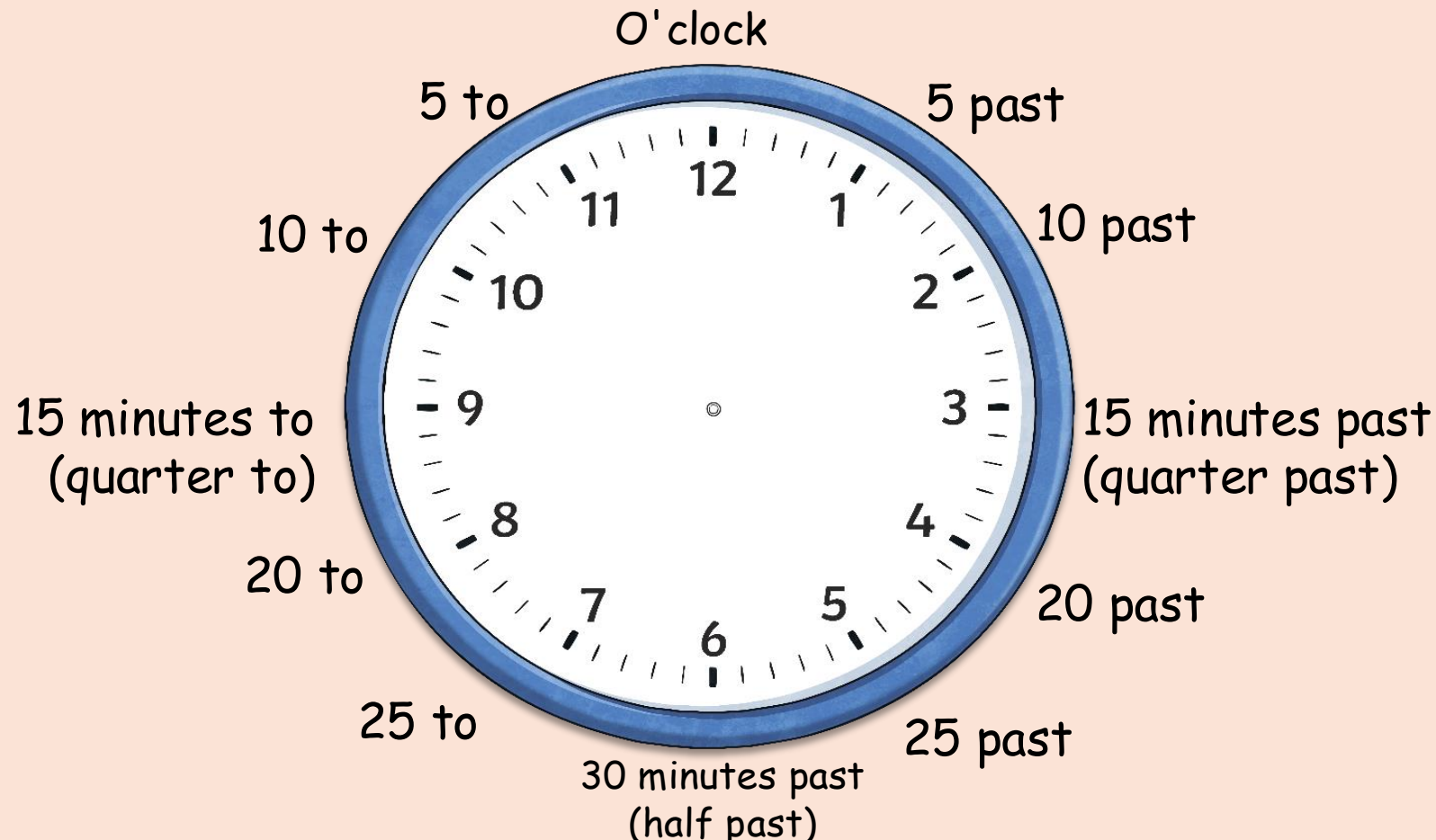
Show 20 minutes to 7

Challenge:
Write down
the time in
digital format.



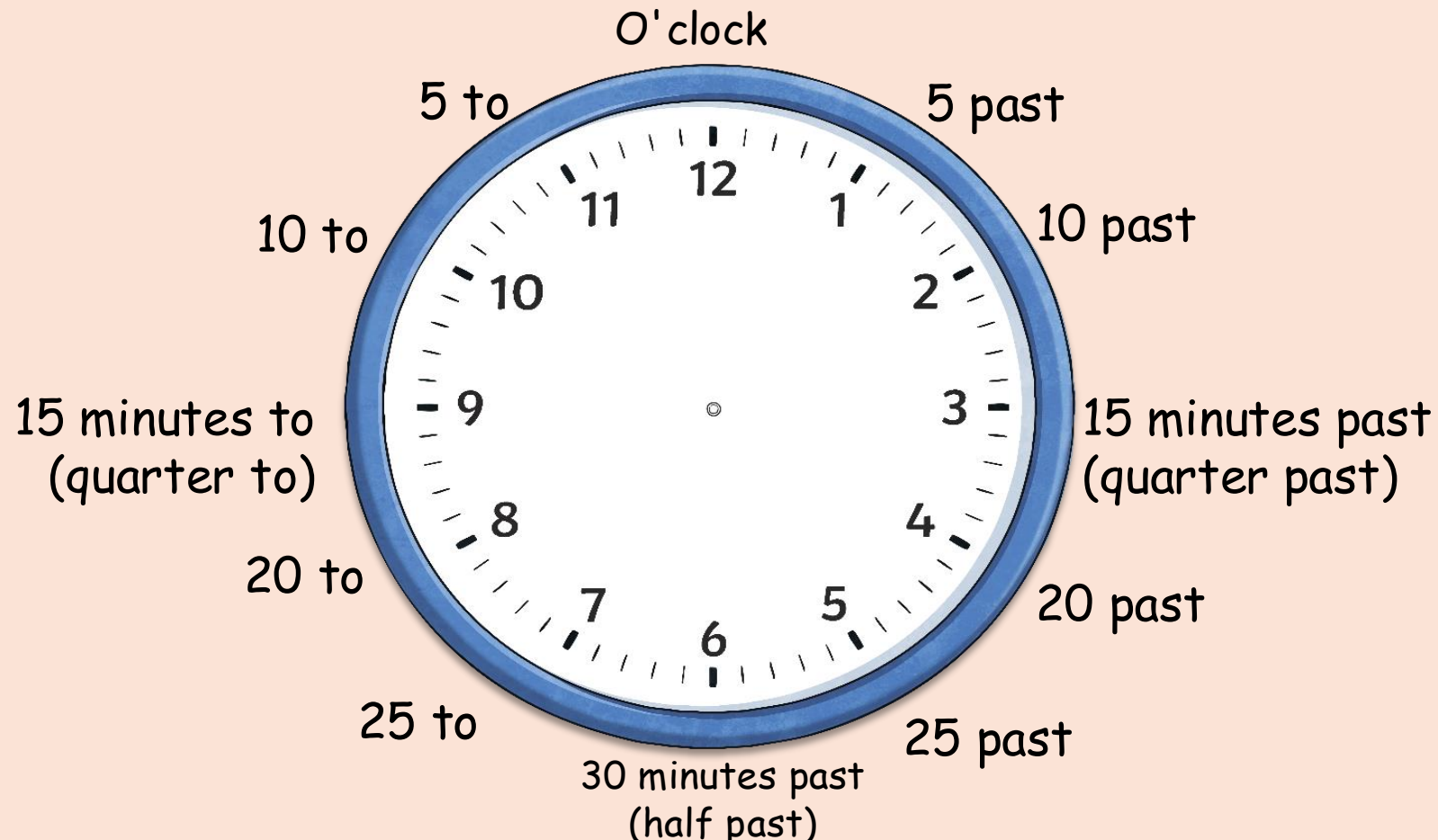
Show 25 minutes to 10

Challenge:
Write down
the time in
digital format.



Show 20 minutes to 1

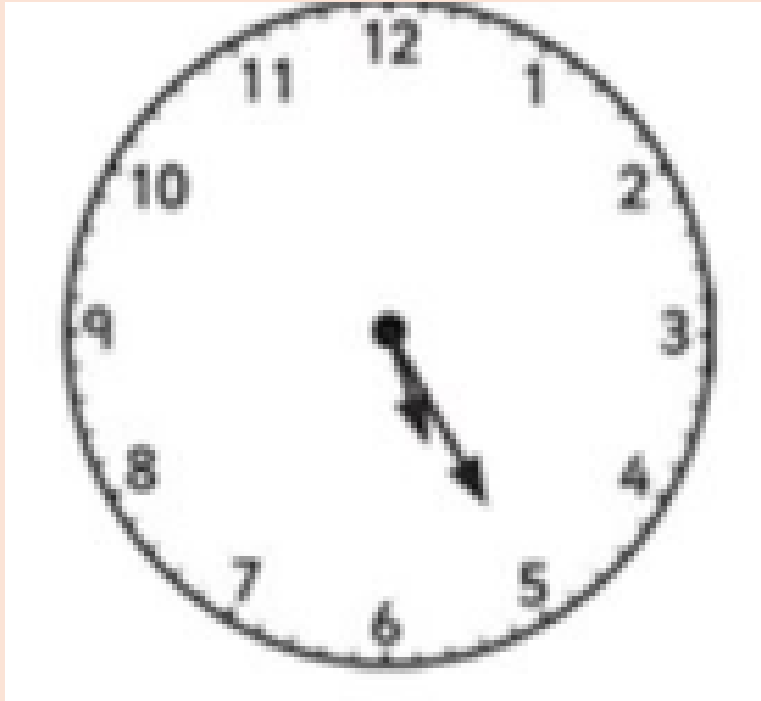
Challenge:
Write down
the time in
digital format.



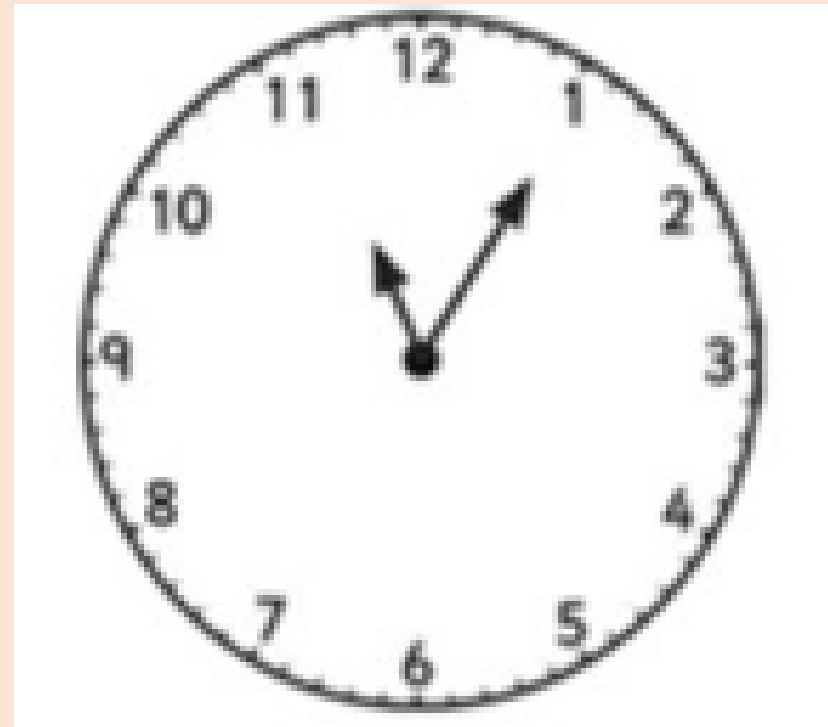
Independent

Write the time in words in your book.

Blue

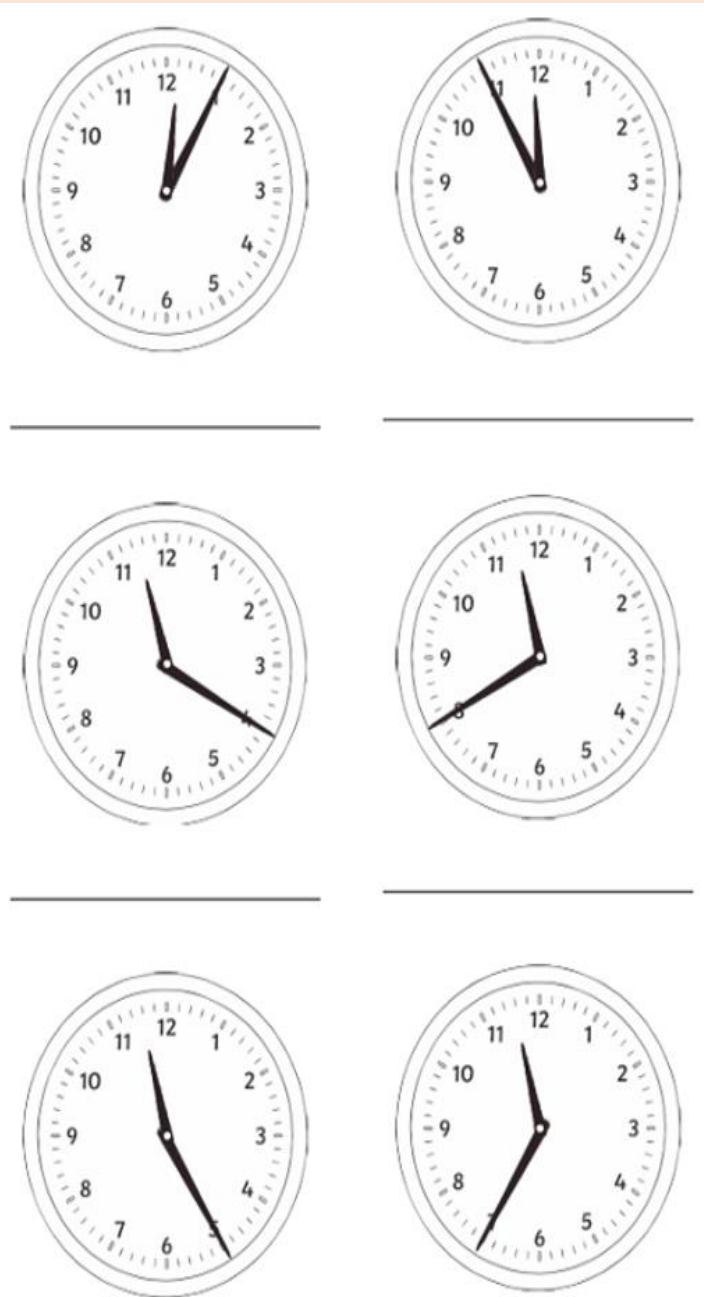


Green



Challenge: What would twenty-two minutes to 8 look like on a digital clock?

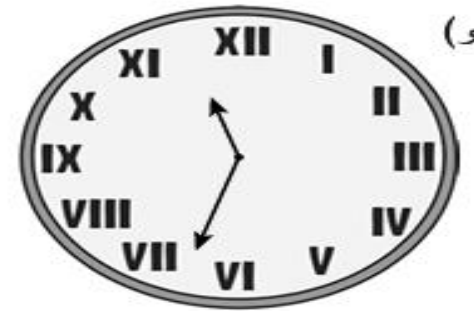
Independent



Mastery challenge

What is the time on these clocks?

a)



**RP: Emma's clock shows the time as 11:52.
Her lunch break starts at 12:00 PM.
How many more minutes does Emma have
until her lunch break?**

Challenge

Some of the numbers are missing from the clock below. The children think they have worked out the time.



It is 23 minutes past 11.

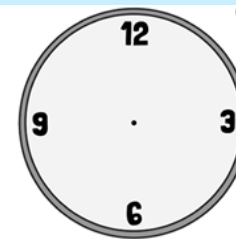


It is 11 minutes past 11.

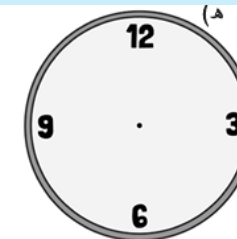
Who is correct? Explain why.

Greater depth

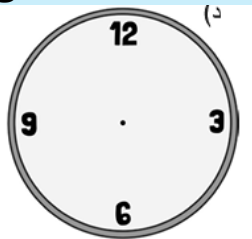
Draw the correct hands on the analogue clocks.



11:13



08:25



05:20

Additional challenge:
Converting 24 hour time

Time in Words	24 Hour Clock	12 Hour Clock	Analogue
seven o'clock in the evening	19:00	7:00p.m.	
		11:00a.m.	
	14:15		
		8:20p.m	
midday			
		6:40p.m.	
midnight			
seven minutes to eight at night			

Wednesday 30th September 2026

TBAT: plan a newspaper report.

3 in 3

Prepositions help the reader understand **where** and **when** events happened. In a newspaper report, they make the information clearer and more detailed. Prepositions can show where the children were seen, where the event took place, or when something happened. For example: *"near the tunnel," "inside the entrance," "before lunchtime."* These small words help the reader picture what happened and understand the facts more easily.

1) Why are prepositions used in a newspaper report?

2) Find one example of a preposition in the text.

3) Write one sentence using a preposition to show where or when something happened.

Example: The ice cream truck is parked outside the house.

CHALLENGE:

How does using prepositions in a newspaper report help the reader build a clearer picture of the event?

Wednesday 30th September 2026

TBAT: plan a newspaper report.

Blue/Green- Give two examples of prepositions.

Challenge- How could changing a preposition in a newspaper report (for example: "in the tunnel" to "near the tunnel") change the meaning of the information and possibly confuse the reader?

Wednesday 30th September 2026

TBAT: plan a newspaper report.

Last week, you started your newspaper report.

You should have a report with:

A title for the Newspaper

A headline

A subline (your name and occupation)

An introduction

Read through your introduction again so you are ready to plan the rest!

Wednesday 30th September 2026

TBAT: plan a newspaper report.

This is what your plan will look like.

You need to use bullet points, ready to change into full sentences tomorrow.

We will now work through each section together.

Newspaper report plan	
Main body • More detail about how Jack and Rose disappeared • Where they were last seen • What they were doing before they went missing • Early actions from people nearby (looking, calling) • Who reported them as missing? • Prepositions	
Speech from witnesses (direct and indirect) Example (indirect): The gardener reported that Rose was screaming for Jack to come out of the tunnel. Example (direct): “Jack, come out of the tunnel!” Rose was screaming, the gardener reported.	
Tail • What the community or search team is doing now? • Who is helping? • Advice for the public • Who to contact if the children are found	

Wednesday 30th September 2026

TBAT: plan a newspaper report.

Main body:

- More detail about **how** Jack and Rose disappeared
- **Where** they were last seen
- **What they were doing** before they went missing
- **Early actions** from people nearby (looking, calling, searching)
- **Who reported them as missing?**
- **Prepositions**

Main body (More detail on the disappearance)	
--	--

Indirect speech-

Indirect speech is when we report what someone said without using their exact words. We do not use speech marks.

Example:

Rose screamed that she wanted Jack to come out of the tunnel, the construction worker reported.

Direct speech-

Direct speech is when we write the exact words someone said. We use speech marks.

Example:

The construction worker reported that Rose shouted, "I want you to come out of the tunnel."

Direct and indirect speech:

This will be integrated throughout your report

Speech from witnesses (direct and indirect)	
---	--

- At least **one sentence of direct speech** from a witness
- At least **one sentence of indirect speech**
- Clear facts about what was seen or heard
- Prepositions to show **where** and **when**

Wednesday 30th September 2026

TBAT: plan a newspaper report.

Tail:

- What the **community** or **search team** is doing now?
- **Who is helping?**
- **Advice** for the public
- Who to **contact** if the children are found

Tail (What is being done now? Who to contact if the children are seen?)	
---	--

Wednesday 30th September 2026

TBAT: understand Guru Nanak's teachings about being honest and living a good life.

Lesson 7 Keywords

Repeat after me...

integrity

the quality of being honest and having strong moral principles

truth

a fact or belief that is accepted as true

honest

always telling the truth and doing the right thing, even if it's hard

Wednesday 30th September 2026

TBAT: understand Guru Nanak's teachings about being honest and living a good life.

Last lesson re-cap

Turn and talk (Blue/Green)

Who is Guru Nanak?

Why is it important to help serve others?

Wednesday 30th September 2026

TBAT: understand Guru Nanak's teachings about being honest and living a good life.

Turn and talk: What does honesty mean to you?

Honesty or being **honest** means telling the **truth** and being real.

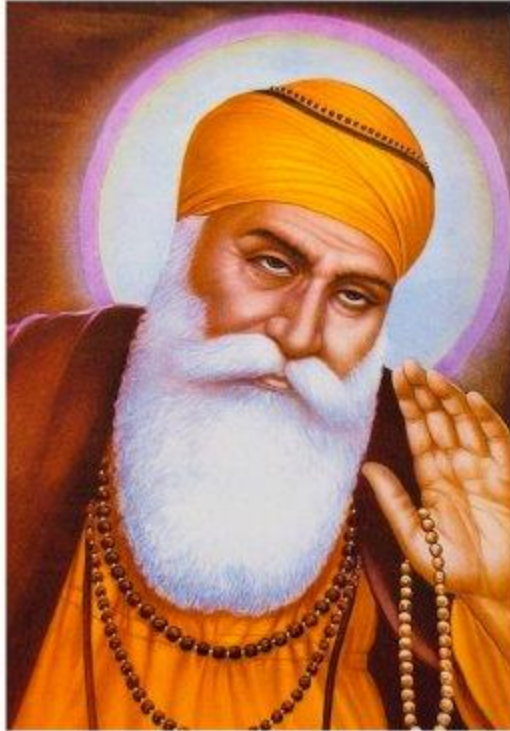
It means saying what is true, even when it's hard.

For example, if you accidentally break something at home, being **honest** means telling your parents what happened instead of hiding it or making up a story.



Wednesday 30th September 2026

TBAT: understand Guru Nanak's teachings about being honest and living a good life.



Guru Nanak

Guru Nanak believed that people should always try to live with kindness, fairness and honesty in their hearts.

He taught that being truthful and **honest** helps people stay on the right path and leads to a peaceful, happy life.



Wednesday 30th September 2026

TBAT: understand Guru Nanak's teachings about being honest and living a good life.

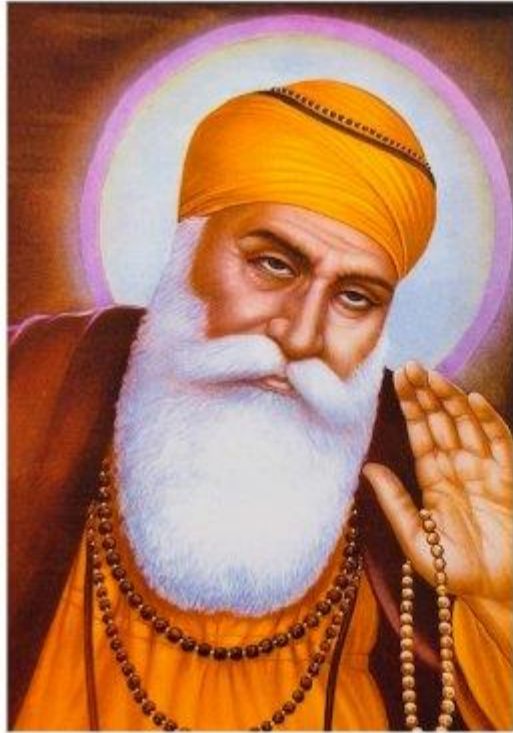
Independently, think in your heads about a time when you **were honest**, and a time when you **were not honest**.



Reflect on how you felt at the time, and how you feel about it now.

Wednesday 30th September 2026

TBAT: understand Guru Nanak's teachings about being honest and living a good life.



Guru Nanak

One of the Guru Nanak's most famous teachings is that,

“**Truth** is above all, but higher still is truthful living”.

This means that telling the **truth** is very important, but it's even more important to live in a way that reflects the **truth**.



Wednesday 30th September 2026

TBAT: understand Guru Nanak's teachings about being honest and living a good life.

Task A: Draw a short comic strip with 3 boxes to show someone choosing to be honest, what happens next, and how they feel at the end.



Underneath your comic strip, you need to write what is happening in each picture.

30.09.26

Handwriting – size, proportion and spacing

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

Join 1

able

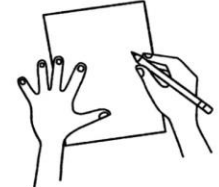
comfortable

Handwriting warm-up

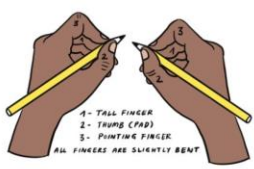
Before we start, what are these pictures reminding you to do?



- 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

Join 2

ful

colourful



Wednesday 30th September 2026

TBAT: explain how content is made available on the World Wide Web.

Keywords

Keywords

hyperlink

text or media that, when clicked, takes you to another web page or location

content

the information, pictures, videos or text that you find on a website or in a digital space

Wednesday 30th September 2026

TBAT: explain how content is made available on the World Wide Web.

Blue – What is a server?

A server stores information and sends it to other computers when they ask for it.

Green – What is a router?

A router connects devices to the internet and sends information to the correct device.

Challenge – How is the internet different to the World Wide Web?

Internet: A worldwide network that connects computers and devices.

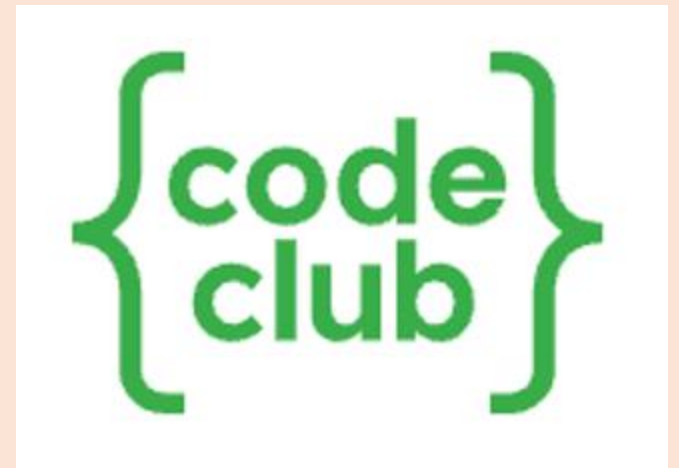
World Wide Web: A collection of websites and web pages that can be accessed through the Internet.

A website is a collection of web pages that are all connected together. Websites can be used to share information, sell things or even play games.

All websites are accessed using a web browser.

Key features of a website:

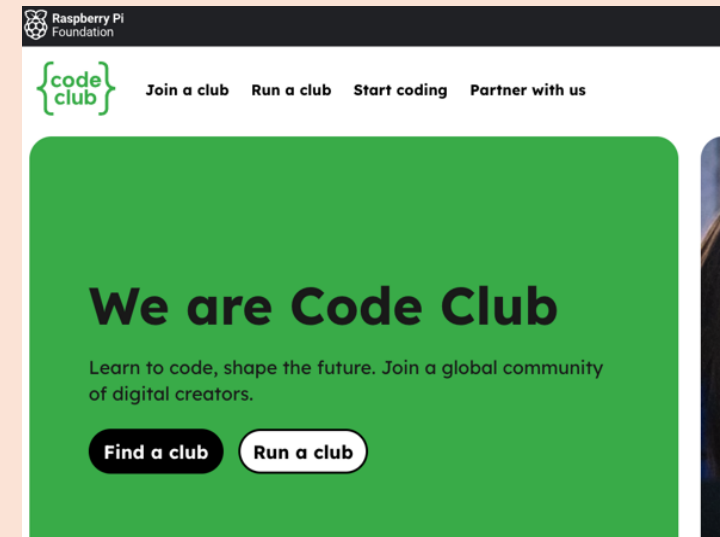
Logo: A symbol or image to represent the brand or purpose of the website.



Key features of a website:

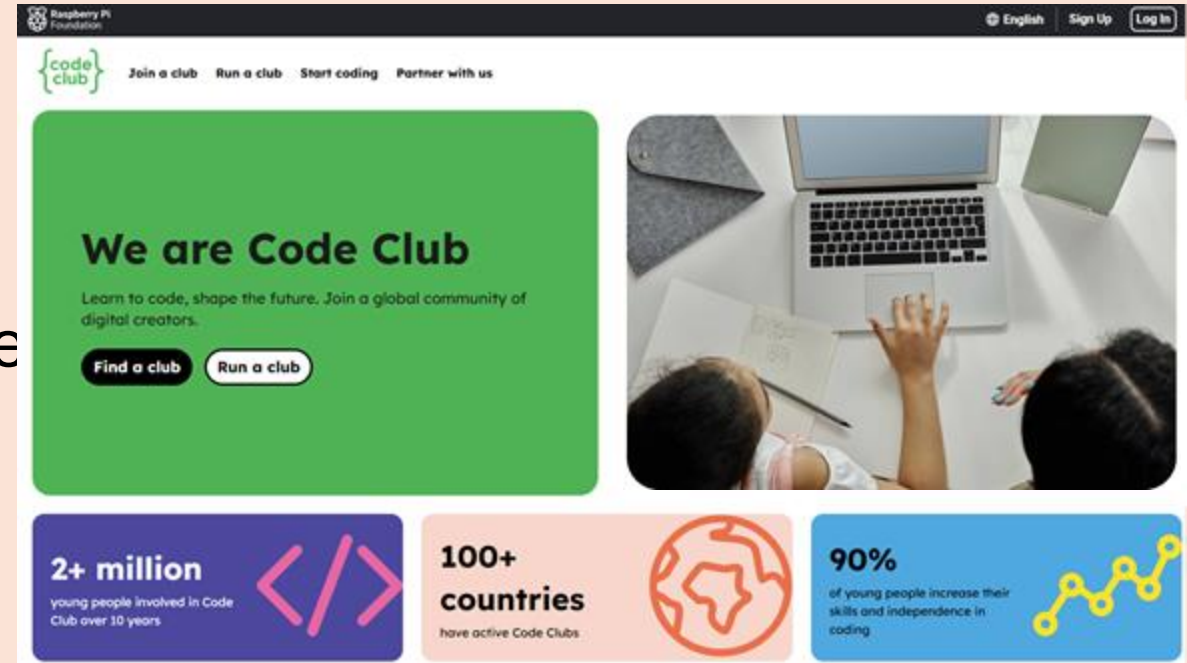
Title: The name of the website. This is often visible either in the address bar, browser tab or in a bar across the top of the website.

Hyperlinks: Words, buttons or media that can be clicked to direct you to another part of the website.



Key features of a website:

Text, images and videos: These elements present information in different ways and make the website more interesting and engaging.





Lucas

Do all websites have the same features?

Not all websites are the same. Websites have different features depending on their purpose.

Some types of websites include news, shopping, educational and social media.

News websites focus on articles and breaking news stories.

Shopping websites (e-commerce) have shopping baskets, product listings and reviews.

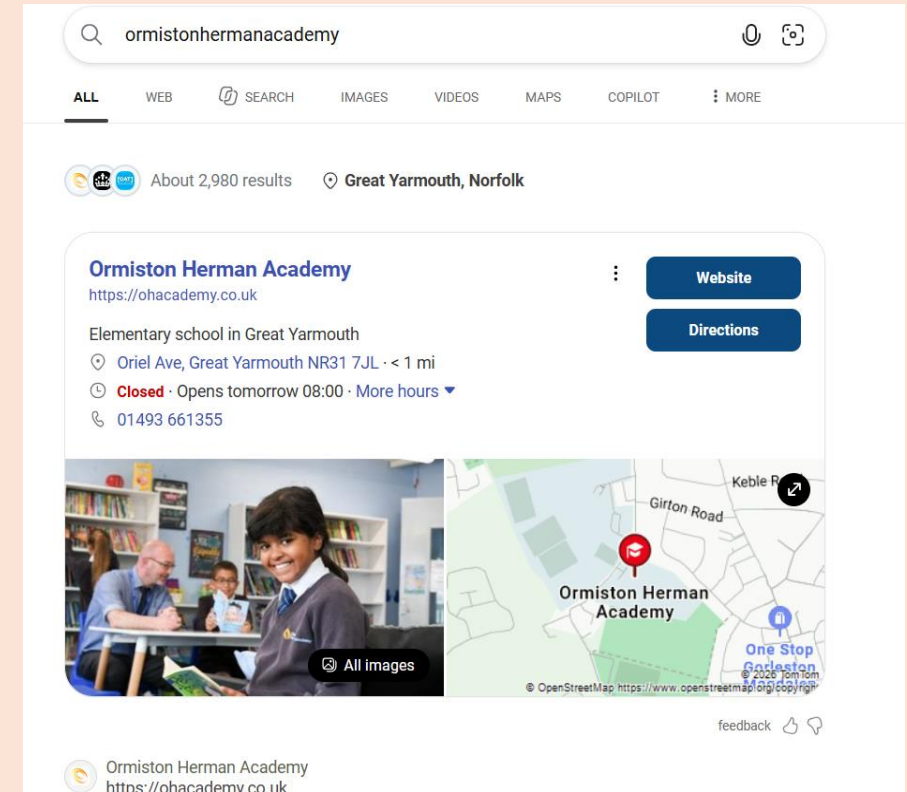
Games and video streaming allow you to create profiles and interact with others.

Education websites often have lessons, quizzes and resources.

1. Log on to your laptop.
2. In **Microsoft edge**, type: Ormiston Herman Academy
3. Browse your school website and **draw the home page on a piece of paper.**

Label the key features:

1. logo
2. title
3. pictures
4. menu
5. hyperlinks

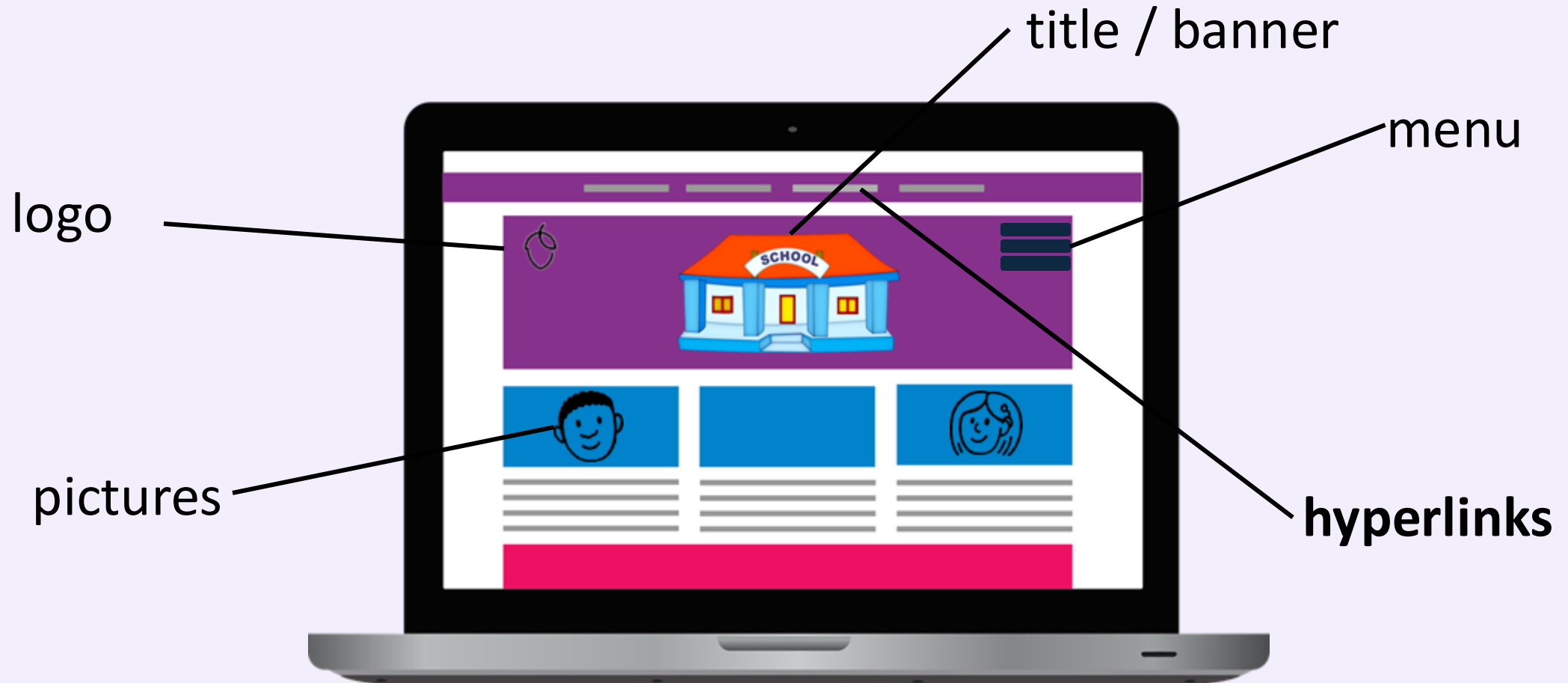


Task A

Identify the features of a website



Feedback



Wednesday 30th September

TBAT: develop movement skills to lose a defender and find space.

Success Criteria

- Push off with force to change direction.
- Turn your hips and shoulders to face the new direction you want to move in.

Whole Child Objectives

Social: To work safely around others.

Emotional: To be determined to not give up when taking on a defender.

Thinking: To identify the best space to move into.



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.

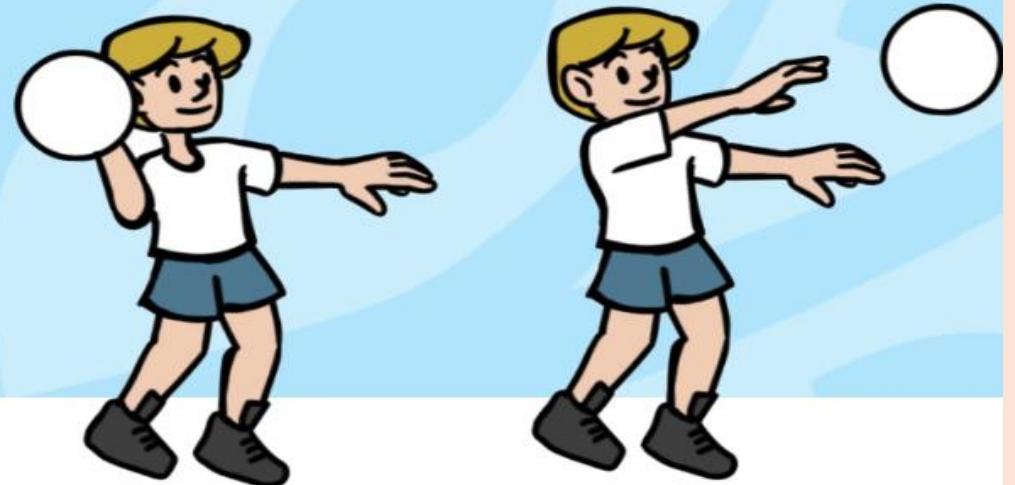


Shoulder pass



Key Points

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



Get Set 4
Education