

# Tuesday 15th September

## Morning Challenge

### Help, I'm Stuck!

11 The week started well but it was all about to change.  
20 I had been shedding my skin regularly whenever it  
31 became too tight for me – after all, I had been eating  
41 a lot of tasty cabbage leaves since I appeared from  
50 my egg and I am now nearly one-hundred times  
54 bigger than I was!

64 One day everything felt different. I knew it was time  
72 to pupate, by forming a strong, hard chrysalis  
79 to complete my transformation into a beautiful,  
87 graceful butterfly. Everything went well and I had  
97 been relaxing in a safe place under a large leaf.

104 However, today trouble struck! My chrysalis began  
117 to split and I knew it was time to emerge but I was  
128 stuck. I panicked as I tried to free myself from my  
130 pupa prison...

**1. Find and copy one word in the text that means the same as 'become visible'.**

**2. Explain what is meant by pupate.**

**3. How does the character's persona change through the story?**

**4. Do you think that the butterfly will manage to get out of the chrysalis? Explain your answer.**

### Daily Timetable

1. Morning Challenge
2. Reading Test

### **BREAK**

3. Youngs Spelling
4. Maths revision
5. Music

### **LUNCH**

6. History
7. French

# Reading Test



# Youngs Spelling

## Top Tips for Children Sitting a Spelling Test

- **Listen carefully** to the word your teacher says.
- **Break the word into smaller parts** (syllables) to make it easier to spell. *Example: important → im / por / tant*
- **Think about spelling rules** you have learned, such as:

"i before e except after c"

adding suffixes like *-ing*, *-ed* and *-ful*

common prefixes such as *un-*, *dis-* and *re-*

- **Look for smaller words inside bigger words.** *Example: playground contains play and ground.*
- **Use memory tricks** you have learned in class. *Example: because = Big Elephants Can Always Understand Small Elephants.*
- **Take your time.** You do not need to rush. Focus on one word at a time.
- **Check your spelling** if there is time at the end. Read each word carefully and ask yourself, "Does that look right?"

15.09.26

## Arithmetic Revision

### Addition and Subtraction

1.  $6,155 + 501 + 649 =$

2.  $10 + \underline{\hspace{2cm}} = 302$

3.  $\underline{\hspace{2cm}} + 70 = 485$

4.  $6.48 + 8.6 =$

5.  $7,306 - 1,847 =$

6.  $500,000 - 5,000 =$

7.  $8 - 5.123 =$

8.  $26 - 2.012 =$

## Multiplication

1.  $1,010 \times 10 =$

2.  $6 \times 10 \times 11 =$

3.  $\underline{\hspace{2cm}} = 596 \times 7$

4. 

|       |  |  |   |   |   |
|-------|--|--|---|---|---|
|       |  |  | 6 | 0 | 7 |
| ×     |  |  |   | 8 | 3 |
| <hr/> |  |  |   |   |   |

5.  $13.05 \times 1,000 =$

6. 

|       |  |   |   |   |   |
|-------|--|---|---|---|---|
|       |  | 4 | 0 | 7 | 8 |
| ×     |  |   |   | 6 | 7 |
| <hr/> |  |   |   |   |   |

## Division

1.  $2,400 \div 2 =$

2.  $\underline{\hspace{2cm}} = 240 \div 8$

3.  $560 \div 7 =$

4.  $1,080 \div 9 =$

5.  $2.12 \div 10 =$

6. 

|   |   |   |   |   |
|---|---|---|---|---|
| 2 | 1 | 6 | 7 | 2 |
|---|---|---|---|---|

## Fractions

1.  $\frac{7}{10}$  of 30 =

2.  $\frac{2}{3} + 2\frac{1}{3} =$

3.  $\frac{2}{7} - \frac{1}{9} =$

4.  $\frac{1}{2} + \frac{1}{3} =$

5.  $2\frac{1}{2} - \frac{2}{3} =$

6.  $\frac{4}{9} + \frac{2}{3} =$

7.  $10 - 2\frac{1}{4} =$

8.  $\frac{4}{5} \times 400 =$

1. 15% of 3,200 =

2. 2% of 3,000 =

3. 80% of 115 =

4.  $6 + 4 \div 2 =$

### Challenge -

Write the correct sign =, > or < in each box.

$1 \times 2 \times 3$    $1 + 2 + 3$

$2 \times 2 \times 2$    $2 + 2 + 2$

$1 \times 10 \times 10$    $1 + 10 + 10$

$0 \times 10 \times 10$    $0 + 10 + 10$

### Mastery Challenge -

Fill in the missing digits.

$$\begin{array}{r}
 \phantom{00}35\boxed{\phantom{00}} \\
 \times \phantom{00}\boxed{\phantom{00}}7 \\
 \hline
 2\boxed{\phantom{00}}92 \\
 3560 \\
 \hline
 \boxed{\phantom{00}}\boxed{\phantom{00}}\boxed{\phantom{00}}2
 \end{array}$$

Tuesday 15th September

TBAT: write quickly and legibly, using cursive handwriting.

licence

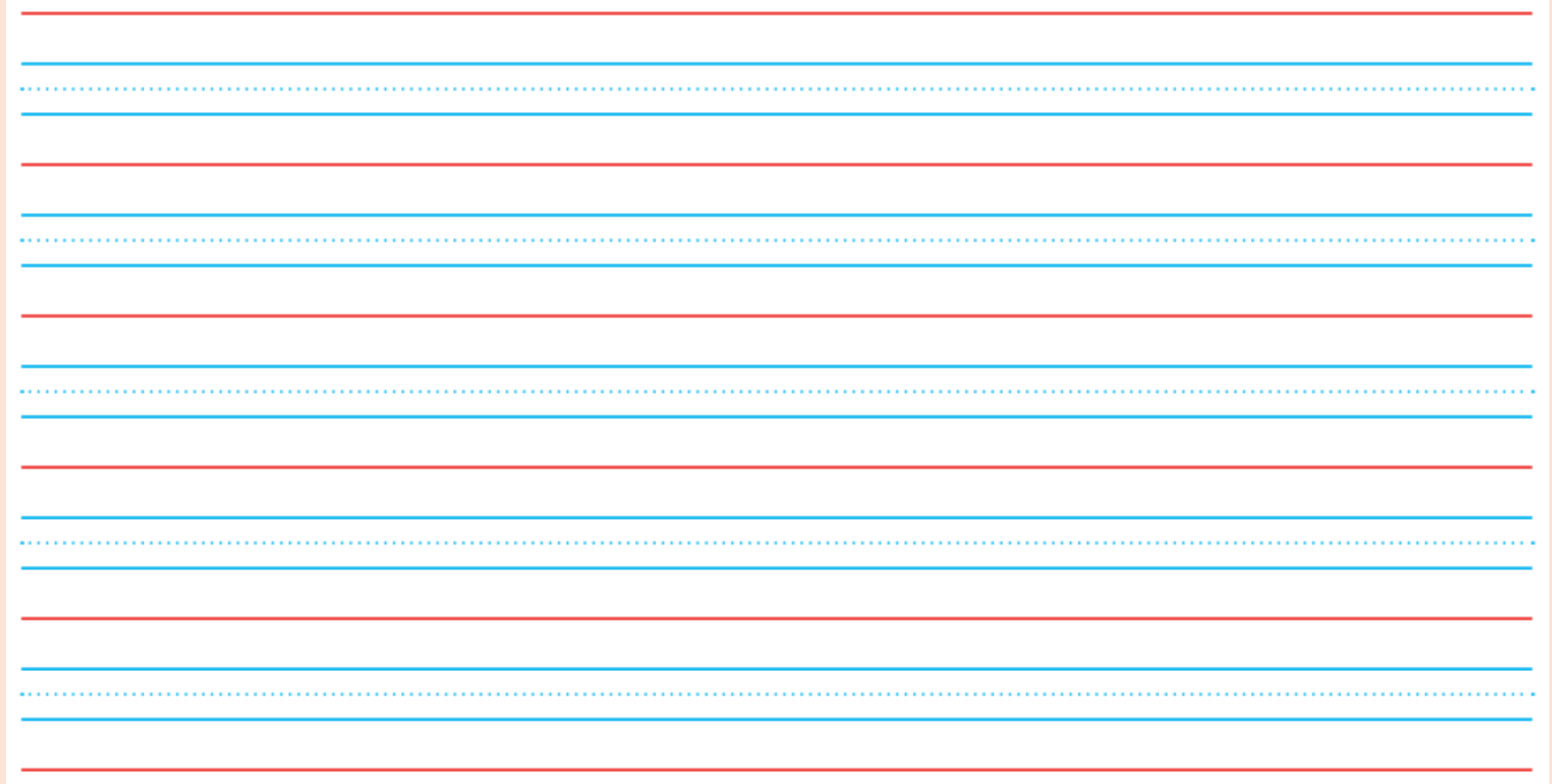
license

practice

practise

prophecy

prophecy

A series of seven sets of handwriting practice lines. Each set consists of a solid red top line, a solid blue bottom line, and a dotted blue midline. The lines are intended for practicing cursive handwriting.

**Challenge – Explain the difference between each homophone.**

Tuesday 15th September

TBAT - identify music that talks about civil rights and sing using the power of repetition.

civil rights

rules that make sure everyone in society is treated fairly, no matter who they are

chanting

speaking in time to a pulse - in this case to show support or to share a message

apartheid

a system in South Africa where the Government made unfair rules to separate people based on their skin colour

repetition

the purposeful use of repeating a phrase in lyrics or music

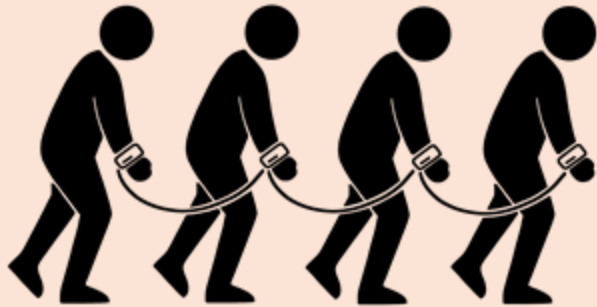
# What are **civil rights**?



**Civil rights** are guarantees that people will be treated the same under the law.

No matter how old you are, your gender, religion, race or any other part of your identity.

What different types of **civil rights** are there?



slavery



land rights



education rights



women's rights



LGBT



**Apartheid** was a system in South Africa where the Government made unfair rules to separate people based on their skin colour.

It lasted from 1948 to 1994.

Under **apartheid**, the laws said where people could live, go to school, and work, based on their skin colour, and Black people didn't have the same rights as white people.



It was unfair and hurt many people, but it ended when leaders like Nelson Mandela worked to bring everyone together.



Listen to Ndodemnyama (Beware Verwoerd) by the singer Miriam Makeba, which was released in 1965.



Miriam Makeba is recognised for being a supporter of **civil rights** and for bringing African music, including Afropop and jazz to a Western audience.

Hendrik **Verwoerd** was a former Prime Minister of South Africa, who helped to create and enforce **apartheid**.



## Ndodemnyama (Beware Verwoerd) Miriam Makeba



The song is **repetitive**, emphasising the message, which roughly translates as ‘Watch out Verwoerd, here comes the black man, your days are over’.

**Repetition** is an effective way of emphasising a message or phrase in lyrics or music.



Sam

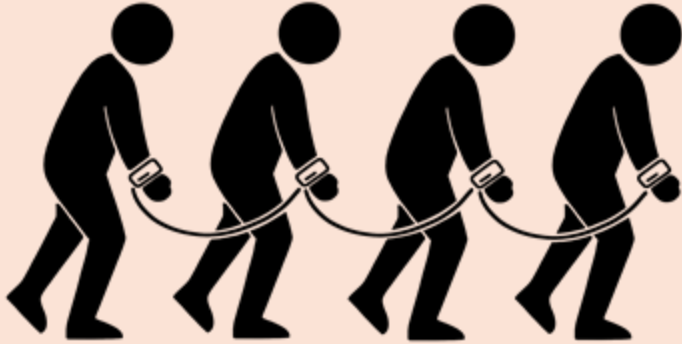
**Repetition** is used right across music genres.

Choruses in songs are **repeated**, themes or leitmotifs are **repeated** in orchestral repertoire, and basslines and drum rhythms are **repeated** in house music and techno.

**Repetition** is useful because it is catchy, it reinforces a music theme or idea, and it can bond us together when we all sing or hear the same familiar part of the music.

Sam





From as early as 1619, Black people were enslaved in various parts of the United States of America.

Even when slavery officially ended, racism and unfair laws continued. Until the Civil Rights Movement in the 20th century, Black people and people of colour were not given equal rights, freedom, or respect.

Music played a powerful role in the fight for justice.



Listen to WAKE (for Grenfell) composed by Cassie Kinoshi.



It was released in 2019 and talks about the Grenfell Tower fire, which occurred in London in 2017.

Cassie Kinoshi uses **repetition** in the opening lyrics and in the accompaniment to make the point that no-one should have died in the fire.

 WAKE (for Grenfell), Cassie Kinoshi.

The lyrics from Cassie Kinoshi's piece are taken from the poem Wake, by the poet Langston Hughes.

Sometimes musicians are inspired by other art, and use ideas from what they've read or seen in their own work.

Write down the lyrics you can hear, as you listen.



Aisha

Reflect on these lyrics and the message they send.



List as many things as you can that you hear  
**repeated** in the song.

Think about the vocals as well as the instruments and sounds you can hear.

You might have listed:

- marching on the steady beat
- **repeating** lyrics from the poem Wake
- the instruments and the voice sometimes share the same melody

**Repetition** is a powerful musical tool that helps us **remember** important issues.  
**Repetition** can also bring us together.

Marching, **chanting**, drumming and singing together as a group has lots of benefits:

- they allow us emotional expression
- they build a sense of community
- we can feel a collective strength to achieve more
- we can empathise with the lived experience of others



### WAKE (for Grenfell), Cassie Kinoshi.

1. Stamp or tap in time together on the steady beat, mimicking the marching heard in Wake.  
Play the track and feel empowered by doing this together as a whole group.
2. Join in with singing the lyrics as you march. Do this twice through.
3. As a class, discuss how this makes you feel.

How do you feel now that you have done this together?

1. Do you feel more connected and united?

2. How impactful do you think the poem is when you sing it?

Does it feel more impactful when you repeat it a number of times?

3. Not everyone will want to share their feelings. Often we need thinking space to think about our emotions. It is important to listen to each other without judgement when discussing more challenging issues.

Music has been used as a platform to talk about many different **civil rights** all around the world.

**Repetition** can be an important tool in creating music so that music and messages can be remembered.

**Repetition** and **chanting** allow many people to join in, developing a sense of connectivity and unity.

Singing songs that comment on social justice can be more powerful in groups than singing alone.

# GPS Misconceptions

**Common grammar MISCONCEPTION**

- 1. YOUR =** "Your car"  
-or-  
"Your chromebook"  
possessive pronoun  
Example: "Please charge your chromebook, Zack!"  
**YOU'RE =** you are  
Contraction  
Example: "You're supposed to be working, Derek."
- 2. IT'S =** "It is snowing"  
-or-  
"it is ugly"  
contraction  
Example: "Look! It's my friend, Thomas."  
**ITS =** "What is its name?"  
-or-  
"This poster has its groove on!"  
possessive pronoun  
Example: "The dog has its collar on."
- 3. There = a place** & **THEIR =** "their binder"  
-or-  
"their poster"  
Example: "Please put your chair over there."  
Example: "Go sit in their chair for now."  
**They're =** They are  
contraction  
Example: "They're an amazing group of students."
- 4. AFFECT = VERB** & **Effect = NOUN**  
Example: "Your ability to communicate clearly will AFFECT your income."  
Example: "The EFFECT of poor grammar on a person's income is well documented."
- 5. THEN =** a point in time  
-or-  
"in addition to"  
Example: "Haile went to the park, then she went to the movies."  
**THAN =** used to compare two different things  
Example: "This is bigger than that."
- 6. Commas** **save** **lives**  
Let's eat, grandpa.  
-or-  
Let's eat, grandpa.  


# Tuesday 15th September

## KQ: how did Aethelflaed strengthen Mercia alongside her husband Aethelred?

### Knowledge Quiz

When was the Viking invasion of York? Tick **1** correct answer

- ☐ 793 CE
- ☐ 866 CE
- ☐ 1066 CE
- ☐ 1215 CE

What did the Vikings rename York as? Tick **1** correct answer

- ☐ Wessex
- ☐ Danelaw
- ☐ Eoforwic
- ☐ Jorvik

What is the historical name given to an object made by a human being, which is often of historical interest? Tick **1** correct answer

- ☐ fossil
- ☐ artefact
- ☐ relic
- ☐ monument

What methods can archaeologists use to find out about the past? Tick **3** answers

- ☐ surveying
- ☐ excavation
- ☐ studying ancient languages
- ☐ field walking

What was the type of soil called that helped preserve the artefacts found at Coppergate? Tick **1** correct answer

- ☐ sandy and dry
- ☐ peaty and moist
- ☐ sandy and moist
- ☐ peaty and dry

What was so impressive about many of the artefacts discovered at the Coppergate excavation? Tick **1** correct answer

- ☐ They had completely rotted away as they were organic remains.
- ☐ They were well preserved even though they were organic remains.
- ☐ Only a few of the organic remains were well preserved.

# Keywords

An overlord is a person of great power or authority.

A burh is an Anglo-Saxon fortification or fortified settlement.

A saint is a holy person who has died and been officially recognised and honoured by the Christian Church.



In 886 CE, an agreement was drawn up between King Alfred of Wessex, the Viking Guthrum and the Danes to divide Britain.



Map of divided Britain



King Alfred allowed the Danes to control areas in Britain called the Danelaw.

West Mercia

East Mercia  
(Part of the Danelaw)

Map of divided Britain



## True or false?

Mercia was controlled by the Danes.

**T** True

**F** False ✓

## Justify your answer

**a**

The Danes controlled eastern Mercia.



**b**

King Alfred controlled all of Mercia.



In 882 CE, Aethelred became the ruler of western Mercia and King Alfred offered to become the **overlord** of Mercia.

As **overlord**, King Alfred offered Aethelred support and protection which allowed him to rebuild Mercia.



Portrait of  
King Alfred

In 886 CE, King Alfred was able to take London back from the Vikings.

As a token of their alliance, King Alfred handed the city back to Aethelred rather than keeping it under his own rule.



Map of divided Britain

## How did Wessex support Mercia?



Check

As **overlord** of Mercia, what did King Alfred offer Aethelred?

**a**

support



**b**

protection



**c**

money



By 887 CE, Aethelred had proved he was a powerful king so Alfred offered his daughter, Aethelflaed's hand in marriage.

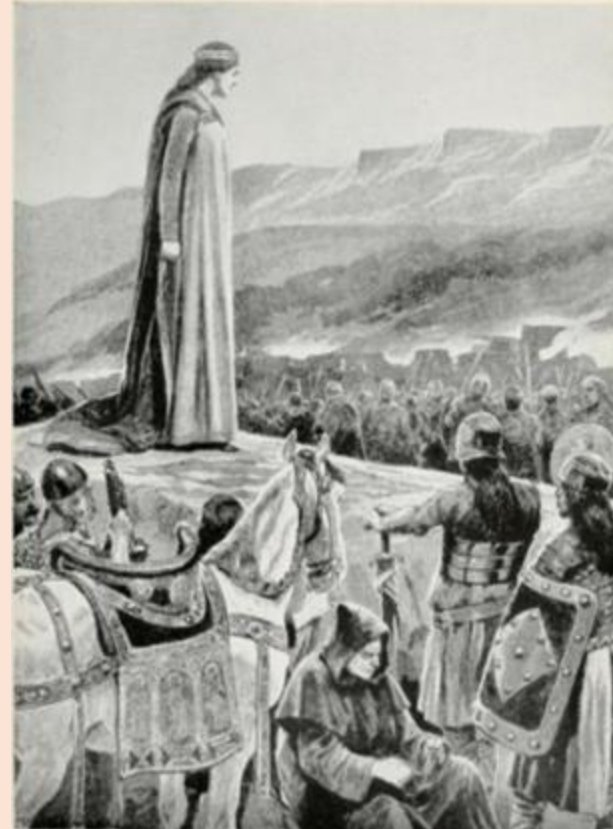


Illustration of Aethelflaed

## True or false?

King Alfred gave Aethelred the city of London.

**T** True ✓

**F** False

## Justify your answer

- a** King Alfred did not want to keep the city.
- b** King Alfred gave the city to Aethelred as a token of their alliance. ✓

## True or false?

Wessex and Mercia formed an alliance in two ways.

**T** True ✓

**F** False

## Justify your answer

- a** Alfred became **overlord** of Mercia and Aethelflaed married Aethelred. ✓
- b** Alfred became king of Mercia and Aethelflaed married Aethelred.

# Task A

How did Wessex support Mercia?



Write **two or three** sentences to describe how King Alfred helped Aethelred.

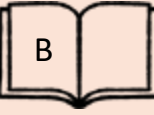
Use these words to help you:

**overlord**    London    alliance    marriage

Write **two or three** sentences to describe how King Alfred helped Aethelred.

Your answer may have included:

King Alfred became the **overlord** of Mercia offering Aethelred support and protection which allowed him to rebuild Mercia. King Alfred also took the traditionally Mercian city of **London** back from the Vikings and gave it to Aethelred as a token of their **alliance**. He also offered his daughter Aethelflaed in **marriage** to Aethelred.



King Aethelred and Aethelflaed spent years strengthening Mercian towns with fortifications to defend them from Viking attacks.

Aethelflaed was thought to have been a strong, independent and well educated woman.

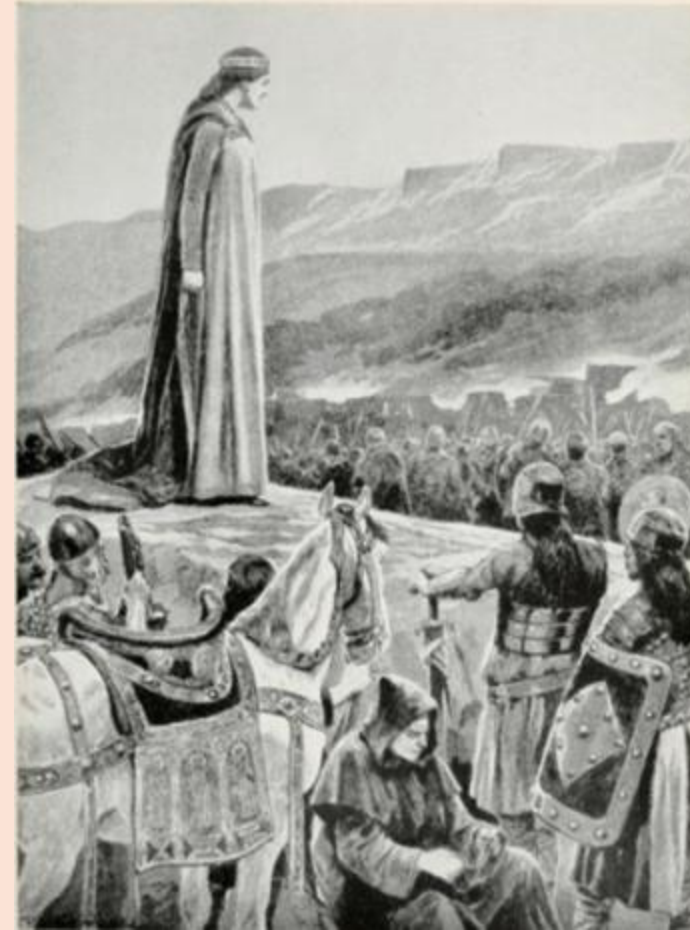
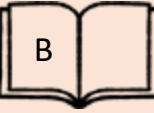


Illustration of Aethelflaed



It was Aethelflaed's idea to fortify the Mercian borders with **burhs**.

A **burh** could be created with fences or steep banks and deep ditches were dug all around the **burhs**.



Illustration of an  
Anglo-Saxon **burh**

What does a **burh** include?

**a**

deep ditches



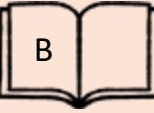
**b**

houses

**c**

defensive fences

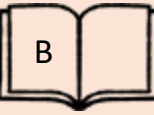




After her husband became ill, Aethelflaed continued to rebuild Mercia on her own.

Aethelred had been  
battling with poor  
health





Aethelflaed decided to ride north to meet the Vikings with a clever battle plan.

Aethelred had been  
battling with poor  
health

Vikings launched an  
attack on Chester



She aimed to fight the Vikings outside the city, but would then fall back and draw the Vikings into the **burh**.

The plan proved successful, and it strengthened the position of the Mercians.



Illustration of an Anglo-Saxon **burh**

## True or false?

Drawing the Vikings into the **burh** helped defeat them.

**T** True ✓

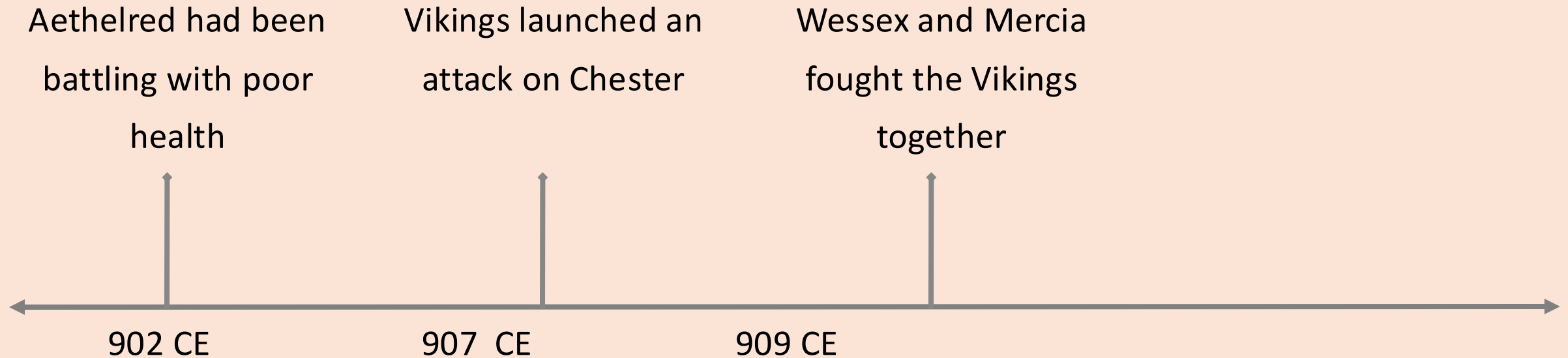
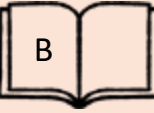
**F** False

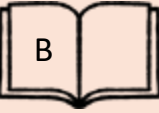
## Justify your answer

**a** Once inside the **burh**, the Anglo-Saxon army hiding inside killed the Vikings.

**b** The **burh** was a large weapon that could kill the Vikings.





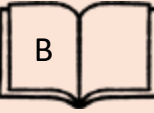


Aethelflaed built a priory at Gloucester where **Saint** Oswald's remains were placed.

This act of devotion to the Christian faith strengthened Aethelflaed's rule.



Photo of the remains of **Saint** Oswald's Priory, Gloucester



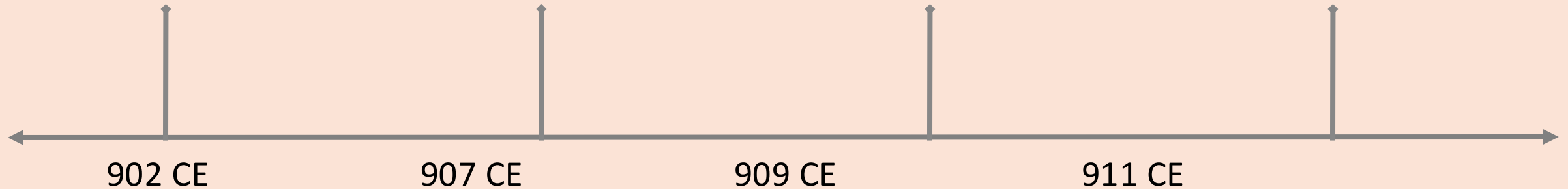
Aethelflaed continued to rule Mercia alone, earning her the title 'Lady of Mercia'.

Aethelred had been  
battling with poor  
health

Vikings launched an  
attack on Chester

Wessex and  
Mercia fought  
the Vikings

King Aethelred died



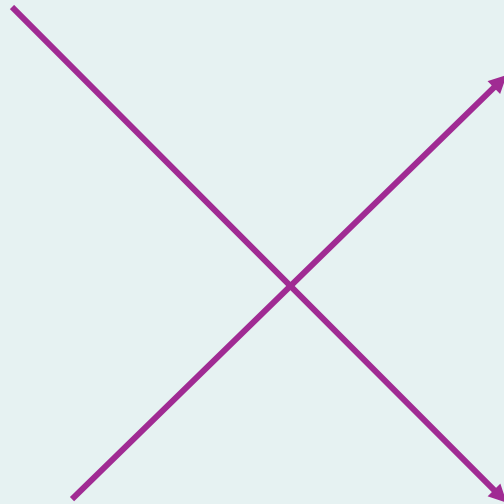
Match the event to the correct date.

907 CE

Wessex and Mercia fought and defeated Vikings in the northern Danelaw.

909 CE

Aethelflaed fought a group of Vikings by drawing them into the **burh** around Chester.



Write **one** paragraph to describe how Aethelflaed and Aethelred rebuilt and strengthened Mercia.

You could use these words and phrases to help you:

|                     |              |                 |              |
|---------------------|--------------|-----------------|--------------|
| ill                 | <b>burhs</b> | Mercian borders | Chester      |
| <b>Saint</b> Oswald | remains      | Christian faith | strengthened |

Your answer could have included:

Aethelflaed and Aethelred took back Mercian land in both the Midlands and to the north. Unfortunately, Aethelred became ill, so Aethelflaed continued to rebuild Mercia on her own. She created burhs to fortify the Mercian borders and keep the Vikings out. Using this tactic, Aethelflaed's army defeated the Vikings at Chester and strengthened Mercia. In 909, Wessex and Mercia defeated some Vikings and to protect the remains of Saint Oswald, Aethelflaed brought them to a priory in Gloucester. This act of Christian faith strengthened Aethelflaed's rule.

# Tuesday 15th September

## KQ: how did Aethelflaed strengthen Mercia alongside her husband Aethelred?

### Exit Quiz

What was the area of Britain that King Alfred allowed the Danes to control?  
correct answer

- ☐ the Danemarsh
- ☐ the Danelaw
- ☐ the Daneland
- ☐ the Daneking

What is the historical term given to a person of great power or authority?  
correct answer

- ☐ overlady
- ☐ overlord
- ☐ overking
- ☐ overqueen

Who did King Alfred marry his daughter, Aethelflaed, to?

- ☐ Guthrum
- ☐ Ivor
- ☐ Aethelred
- ☐ Erikson

What had Aethelflaed learnt from watching her father, King Alfred?  
answer

- ☐ How to negotiate peace agreements
- ☐ The importance of education and literacy
- ☐ The art of Viking shipbuilding
- ☐ Strategies in warfare and defence

What is the name of the fortifications that Aethelflaed decided to protect the Mercian borders with? Tick **1** correct answer

- ☐ ditches
- ☐ fences
- ☐ burhs
- ☐ banks

What title was Aethelflaed called, when she continued to rule Merica after her husband had died? Fill in the blank

\_\_\_\_\_

mardi 15 septembre

TBAT: improve French pronunciation.

[French alphabet - L'alphabet en Français by Alain Le Lait - Bing video](#)

|                                                                                              |     |                                                                                              |     |                                                                                                |          |
|----------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------|----------|
| <b>A</b>    | ah  | <b>J</b>    | jee | <b>S</b>    | ess      |
| <b>B</b>    | beh | <b>K</b>    | kah | <b>T</b>    | teh      |
| <b>C</b>    | seh | <b>L</b>    | ell | <b>U</b>    | uu       |
| <b>D</b>    | deh | <b>M</b>    | emm | <b>V</b>    | veh      |
| <b>E</b>    | euh | <b>N</b>    | enn | <b>W</b>    | double-v |
| <b>F</b>    | eff | <b>O</b>    | oh  | <b>X</b>    | eeks     |
| <b>G</b>  | jeh | <b>P</b>  | peh | <b>Y</b>  | ee-grek  |
| <b>H</b>  | ash | <b>Q</b>  | koo | <b>Z</b>  | zed      |
| <b>I</b>  | ee  | <b>R</b>  | err |                                                                                                |          |

Using the French alphabet, can you spell these commons French words to your partner?

Can they spell them correctly without looking at the board?

1. Oui
2. Non
3. Merci
4. Bonjour
5. Au revoir
6. Salut
7. Jaune
8. Haricot vert
9. Excusez-moi
10. Lundi

**Write the translations in English.**

mardi 16 septembre

TBAT: improve French pronunciation.

[Dashboard](https://languageangels.com)  
[\(languageangels.com\)](https://languageangels.com)

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□ □ □ □ □ □

□ □ □ □ □ □ □ □ □

Write down each French word by listening to the letter given.

**Challenge – can you find the missing letters for these words and write their English equivalent.**

1)  p \_ \_ re

2)  \_ \_ ien

3)  b \_ \_ jour

4)  s \_ \_ ris

1)  p \_ \_ re

2)  \_ \_ ien

3)  b \_ \_ jour

4)  s \_ \_ ris