

Monday 28th September

Morning Challenge

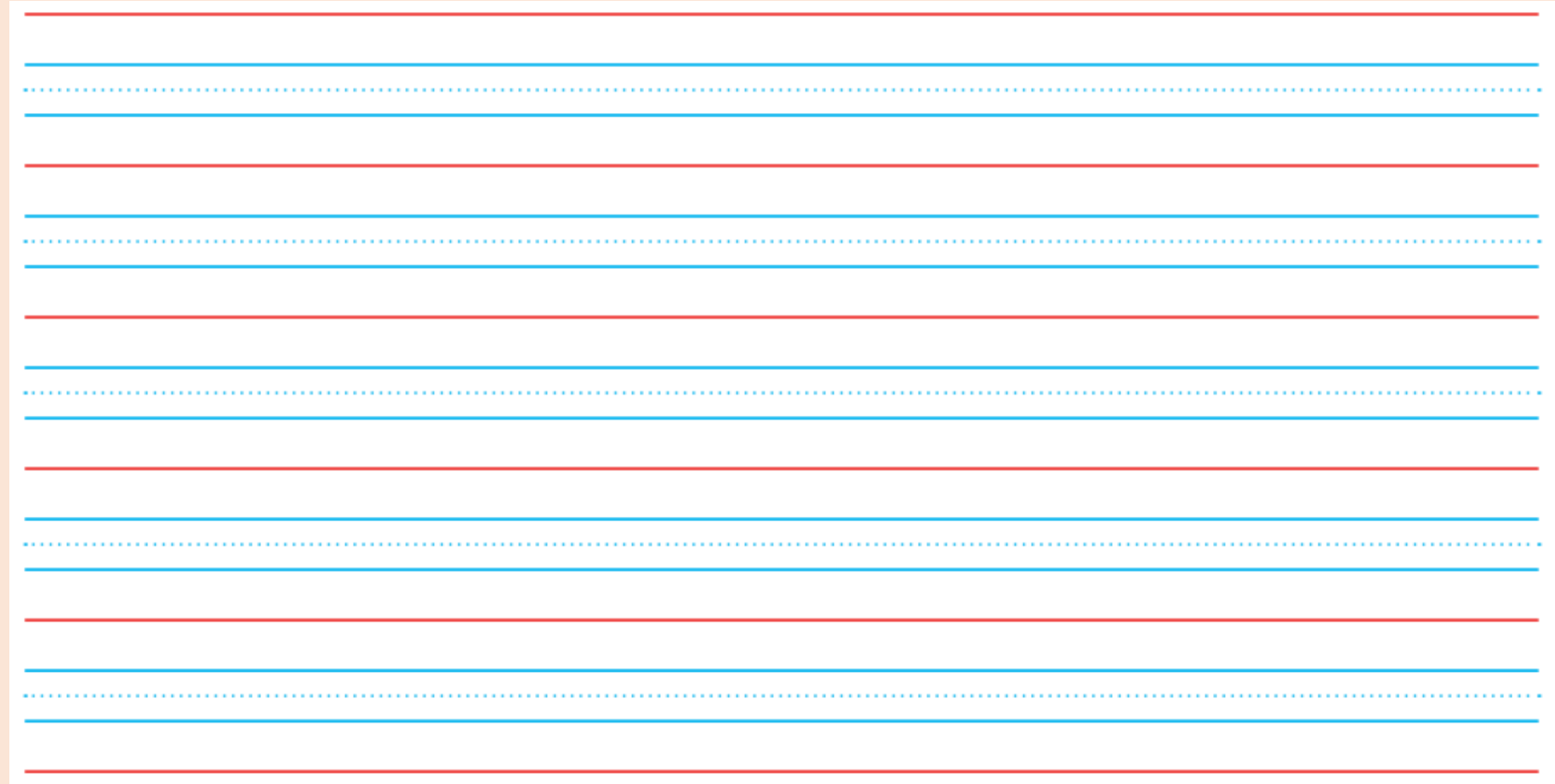
innocent

innocence

decent

decency

excellent



Challenge – Use each word in a complex sentence.

Monday 28th September

TBAT: change adjectives ending -ent into nouns ending -ence/ency.

Unjumble these spelling words from last week.

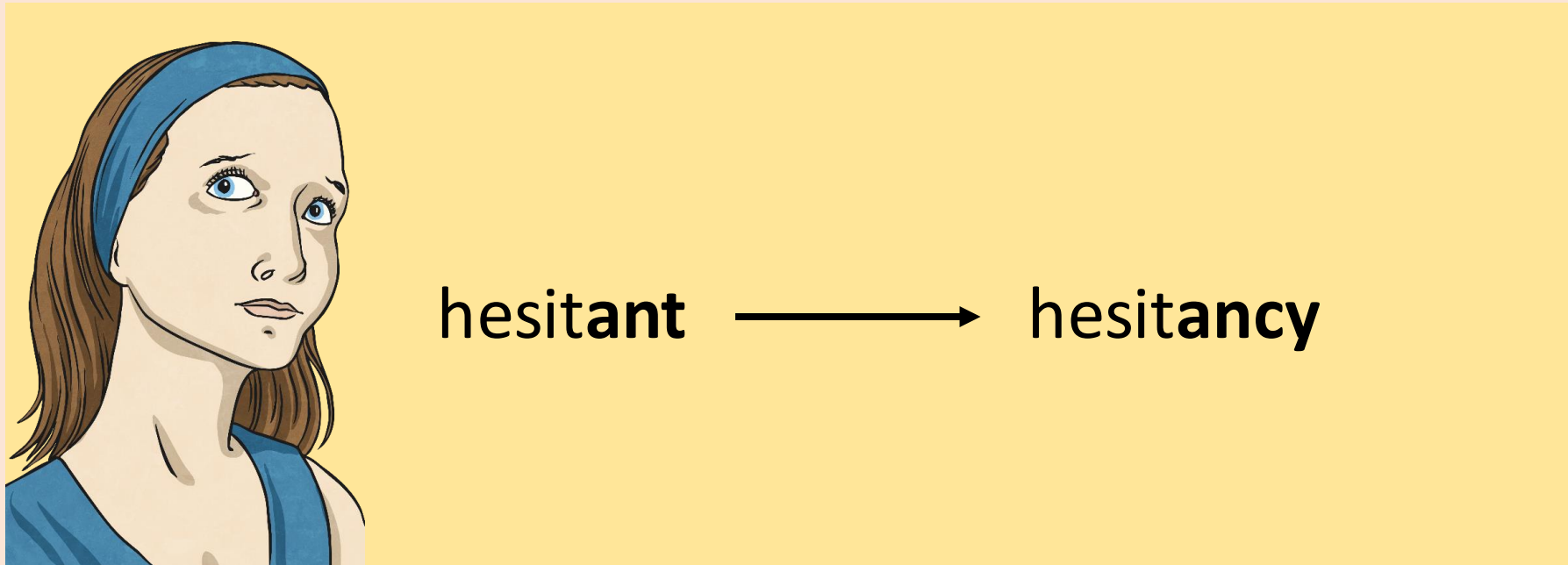
1. Htensait

2. Teoclnear

3. Reecnacev

Many adjectives in the English language end in the same sound made with either **–ant** or **–ent**.

For our last set of spellings, we practised spelling **–ant** adjectives that became **–ance** or **–ancy**, e.g.



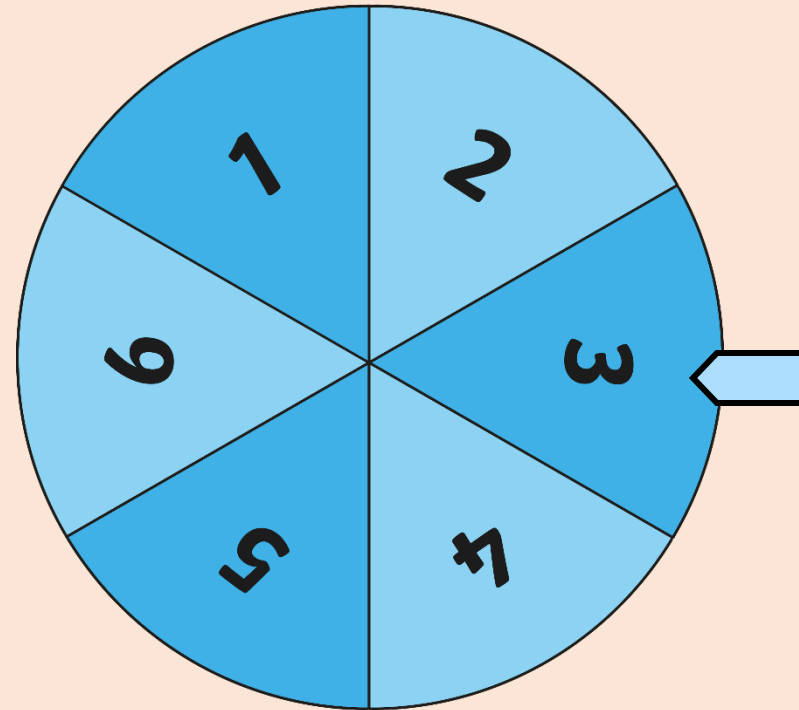
For this set of spellings, we are now practising spelling **–ent** adjectives that become **–ence** or **–ency** nouns.



Are you confident that you know the meanings of all these words?

Let's choose a word together and play spin the word!
Work in pairs on your whiteboards. If the spinner lands on a...

- 1 Find any smaller words within the word.
- 2 Write a synonym for the word.
- 3 Sky-write the word in the air with your finger.
- 4 Speed-write the word as many times as you can in a minute.
- 5 Break the word into syllables.
- 6 Use the word in a sensible sentence.



[Click here to spin](#)

Just know its

$$\frac{1}{2} = \underline{\quad} = 50/100 = \underline{\quad}\%$$

$$\frac{1}{4} = 0.\underline{\quad} = \underline{\quad}/100 = 25\%$$

$$\underline{\quad} = 0.75 = 75/100 = \underline{\quad}\%$$

$$\frac{1}{5} = \underline{\quad} = \underline{\quad}\% = 0.2$$

$$\underline{\quad} = \underline{\quad} = 40\% = \underline{\quad}$$

$$\frac{4}{5} = \underline{\quad} = \underline{\quad}\% = \underline{\quad}$$

$$\frac{1}{3} = 0.33 = \underline{\quad}\%$$

28.09.26

TBAT: find the value of numbers algebraically.

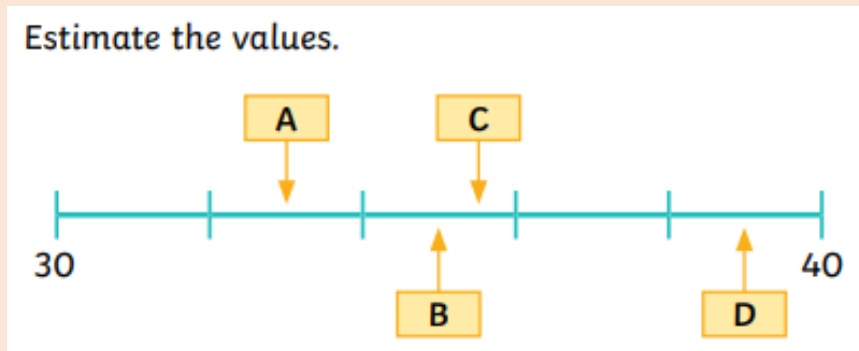
3 in 3

1. $\frac{2}{5} + \frac{2}{15} =$

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

2. $34 \div 10 =$

3.



What's my number? I squared a number, then added 15 then doubled it. My final number was 80. What number did I begin with?

28.09.26

TBAT: find the value of numbers algebraically.

$$18 + \underline{\hspace{2cm}} = 34$$

$$17 + \underline{\hspace{2cm}} = 35$$

How many pairs of numbers can you think of to satisfy this calculation?

$$***a + b = 10***$$

28.09.26

TBAT: find the value of numbers algebraically.

What is the value of a ?

$$23 + a = 31$$

$$37 + a = 43$$

How many pairs of numbers can you think of to satisfy this calculation?

$$a + b = 24$$

28.09.26

TBAT: find the value of numbers algebraically.

Which function machine does not show the correct expression?

$$n \longrightarrow \boxed{\div 3} \longrightarrow \boxed{+ 4} \longrightarrow n \div 3 + 4$$

$$o \longrightarrow \boxed{\times 2} \longrightarrow \boxed{+ 7} \longrightarrow 2o + 7$$

$$p \longrightarrow \boxed{\times 3} \longrightarrow \boxed{+ 2} \longrightarrow p \times 3 + 2$$

What is the value of n ?

$$n \div 2 = 4.5$$

28.09.26

TBAT: find the value of numbers algebraically.

What is the value of n ?

$$4n = 20$$

$$5n = 30$$

Complete the equation below to match the information.

Tana has some build blocks. She finds 17 more.

She has 28 blocks altogether.

$$b + \boxed{} = \boxed{}$$

28.09.26

TBAT: find the value of numbers algebraically.

If $a = 4$, find two possibilities for b if the answer is greater than 10 and less than 20.

$$a \times b = ?$$

Which set of values is the odd one out?

$$r \times s = 42$$

$$\begin{array}{l} r = 7 \\ s = 6 \end{array}$$

$$\begin{array}{l} r = 3 \\ s = 14 \end{array}$$

$$\begin{array}{l} r = 13 \\ s = 4 \end{array}$$

28.09.26

TBAT: find the value of numbers algebraically.

Knowledge Check

What is the value of n ?

$$25 + 3 = n + 21$$

9

7

8

$$6 \times 5 = 3 \times k$$

28.09.26

TBAT: find the value of numbers algebraically.

$3a = 12$	$a =$
$30 = 5b$	$b =$
$8c = 72$	$c =$
$48 = 12d$	$d =$
$20 = 4h + 4$	$h =$
$6x = 42$ and $xk = 21$	$k =$

RP - $a + a = 12$. What is a ?
Explain how you know.

Sentence Stems:
I think a is worth _____ because

Challenge

Rhys knows that he can use inverse operations to find the value of x in each equation.



$8 - 3 = x$
so in the
first equation
 $x = 5$.

Use inverse operations to find the value of x in the other two equations. Show your working out.



	=	
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	=	
--	---	--

Mastery Challenge

Rhys and Nishi have created their own number riddle expressions.



I think of a number and divide it by 5.



I think of a number and add 15.

- a) Rhys and Nishi are both thinking about the same number. Rhys's answer is 9. What is the answer to Nishi's number riddle?
- b) Do you think it would be possible for Rhys and Nishi to think of the same positive number and get the same answer? Explain your reasoning.

Mastery with Greater Depth

' n ' stands for a whole number.

$n + 6$ is greater than 90.

$n - 6$ is less than 80

Find all the **numbers** that ' n ' could be

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TBAT: explain the meaning of words in context.

This was it! Surely, this was where the hoard had been hidden. With mounting excitement, they clawed away at the soil on the ground directly below the portrait of Count Vasser. Soon their fingers found a square slab about half a metre across. As they blew away the remaining dirt, an inscription was revealed, carved into the stone.

‘To the thieves that seek to steal what is mine, remember this: when it comes to gold and jewels, nothing is beneath me!’

But the men simply laughed. They were not daunted by threats and curses from centuries ago. Using an iron bar as a lever, they carefully lifted the heavy trap door.

3 in 3

1. **How was the inscription written on the slab?**
2. **How do you know that the men were not scared? Use evidence from the text to support your answer.**
3. **Which word or words suggest that the trap door was hard to open?**

Challenge - What do you predict that the men will find under the slab? Use evidence from the text to support your answer.

Monday 28th September

TBAT: explain the meaning of words in context.

Words we will find in the text

- **Erstwhile** - Former or previous.
*Example: Kensuke was Michael's **erstwhile** enemy before becoming his friend.*
- **Vaulted** - Having a high, arched roof or ceiling.
*Example: The cave had a **vaulted** rock roof above it.*
- **Immaculately** - Extremely clean and tidy.
*Example: Kensuke kept the cave **immaculately** clean.*
- **Circumspect** - Careful and cautious about what you do.
*Example: The older orangutans were more **circumspect** when approaching Michael.*
- **Flotsam** - Floating objects washed ashore, often after a shipwreck or storm.
*Example: Michael and Kensuke searched the beach for **flotsam** to use.*



Monday 28th September

TBAT: explain the meaning of words in context.



I screamed, and my mouth filled with water. I was choking. I was going to die, I was going to drown but I did not care. I just wanted the pain to stop. Death I knew would stop it.

Partner discussion:

What happened at the end of the last chapter?

What events led to this happening?

Sentence Stems:

Michael felt _____ because Kensuke _____.

Michael was in the water because _____.

TBAT: explain the meaning of words in context .

Retrieval

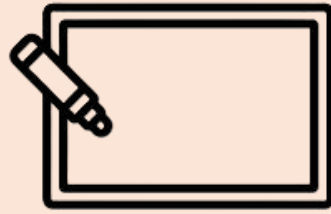
- 1. Write down two things Kensuke did to help Michael recover after the jellyfish attack.
- 2. According to the text, what three activities did Michael and Kensuke regularly do together once Michael became stronger?
- 3. Why did Michael think there were no mosquitoes in Kensuke's cave house?
- 4. Number these events from 1-4 in the order that they happen in the chapter:

Michael is given his own paintbrush and shell.	
Michael first notices Kensuke smile.	
Kensuke gives Michael a painting of a Japan tree.	
Michael begins fishing with his own spear.	

Challenge - What does Michael learn about Kensuke's character from the way he lives in the cave house? Use two pieces of evidence to support your answer.

Monday 28th September

TBAT: explain the meaning of words in context .



*We searched the beach for **flotsam** to use.*

What does this word mean in the context of the chapter?

- A) Fruit growing in the forest
- B) Animals living on the island
- C) Objects washed up by the sea
- D) Shells used for painting

Monday 28th September

TBAT: explain the meaning of words in context.

Words in Context

1. Copy a word from the second page that means "someone who saves another person from danger".
2. Give the meaning of the word "rudimentary": "There was nothing rudimentary about it at all."
Modern and luxurious Basic and simple Old and broken Dark and frightening
3. Find and copy a word that shows Kensuke kept the cave extremely clean and tidy.
4. Which of the following words is closest in meaning to "venture", "Only the young ones ever tried to venture in"?
Hide Enter Sleep Climb
5. What does the word "intrusion" suggest in the sentence, "Questions, it seemed, were an intrusion"?
Questions were helpful. Questions were amusing.
Questions felt unwanted and invaded Kensuke's privacy. Questions made Kensuke happy.

Challenge - Find and copy a word that shows Michael watched Kensuke's painting with great admiration. Explain what the word tells you about how Michael felt.

Mastery - Michael says that the orang-utans were "shadowing us through the forest". What does the word "shadowing" suggest about the way the orang-utans followed Michael and Kensuke? Explain your answer using evidence from the text.

Monday 28th September

TBAT: evaluate different ways of working together online.

Knowledge Quiz

1 What is the main benefit of using cloud storage for your files? (Tick **1** correct answer)

- ☐ Files can be accessed from different places.
- ☐ Files are saved only on your device.
- ☐ Files are deleted after each use.
- ☐ Files are only available offline.

2 Which of these is an example of media shared online? (Tick **1** correct answer)

- ☐ a printed book
- ☐ a handwritten letter
- ☐ a video on a streaming website
- ☐ a chalkboard drawing

3 Which device do you need to access cloud storage? (Tick **1** correct answer)

- ☐ a torch
- ☐ a calculator
- ☐ a stapler
- ☐ a device with internet access

Keywords

collaboration

working together on a task or project

private

restricted to a person or group

public

open for anyone to see or use

edit

to change or improve content



How can you **collaborate** online?

People can **collaborate** online by using shared documents, sending messages, leaving comments, or working on the same file at the same time. Even if people are far apart, online tools help people plan, create, and **edit** together.



Sam is working with Lucas on a school project from home.

What options do they have?

They could use an online word processor to write their ideas, video call to talk about the project, or share files by email. If the file is shared, they could both **edit** it at the same time.



Opportunities for **collaboration** include:

- shared document (live **edits**)
- commenting on a post or chat
- remixing projects (coding)
- adding to a shared board
- messaging apps

Which of these have you used?

True or false?

Everyone using an online word processor can **edit**/type in a shared file at the same time.

T True ✓

F False

Examples of **collaboration** tools

tool	what it allows	example use
online word processor	work on the same file together in real time	writing a group report
coding platforms	remixing a project, which does not change the original	programming, music or design
collaborative whiteboard apps	share ideas one at a time	project planning, discussion, ideas

How do these ways of working compare with each other?

tool	what it allows	example use
online word processor	work on the same file together in real time	writing a group report
coding platforms	remixing a project, which does not change the original	programming, music or design
collaborative whiteboard apps	share ideas one at a time	project planning, discussion, ideas

Which of these tools have you used?



Why do you think people sometimes prefer to work on a copy instead of **editing** the original?

Some people remix instead of **editing** the original because they want to try something different without changing someone else's work. It helps keep the original safe and lets them be more creative. This is very easy to do on a computer, when working digitally.



Sam

What is remixing?

Remixing is when you take someone else's digital project and make your own version. The original stays the same, and a copy is created that you can change. Some examples include:

- programming websites e.g. Scratch
- music samples
- art — using filters, colour changes



On Scratch, you can press the remix button to create your own **editable** copy of someone else's project.

This means:

- The original idea is kept.
- The copy can be changed, like the code, characters, colours.
- The original part is not changed at all.



Sam

What is the difference between remixing and **editing**?

action	what it means	what happens to the file
editing	change a shared file that everyone is using	The same file is updated for everyone.
remix	make your own version of someone else's work or another version of your own work	A new copy is made. The original stays the same.



What happens when you remix someone's project online?

a

You work on the same file together.

b

You delete the original project.

c

You make a copy to change on your own.

d

You need permission to open it.





Sam

What is the difference between **public** and **private** online?

Public — anyone can view or use the file

Private — only selected people can access or **edit** it

Sam uploads a Scratch project and ticks allow remixing. Anyone can view and create their own version.

What are the benefits of sharing something **publicly**?

Sharing something **publicly** means more people can see it, try it out, and build on ideas. It can help others learn from your work or create new versions of it.

Lucas shares a slide deck with only Izzy and Jun. They can all **edit** it, but no one else can see it.

When might it be better to keep your work **private**?

Keeping your work **private** is useful when it's not finished, or when you only want certain people to help or give feedback. It helps you stay in control of what gets changed.

A comparison of **public** and **private** collaboration

feature	public	private
who can view	anyone	only invited users
who can edit	varies	only invited users
good for	remixing, showcasing	group tasks, feedback

Which of these is an example of a **public** project?

a

a **private** class document

b

a Scratch game with remixing turned off

c

a blog post that anyone can read

d

a shared folder only your teacher can see



Most online tools let you choose who can:

- view
- comment
- **edit**

What would happen if someone shared a document as 'Anyone with the link can **edit**' ?

Anyone who gets the link can make changes to the document. This can be helpful for teamwork, but it also means people could accidentally delete or change important parts if not careful.

True or false?

If a document is **public**, anyone on the internet can **edit** it



True



False



Why?

It depends on the settings. They can see it, but can't always **edit** it.

Many projects begin **privately** and become **public** later.

Why might that be?

Groups often want to finish their work first and check it before showing it to other people. Making it **public** later means it's ready to be shared safely and confidently.



Sam

What makes a tool **collaborative**?

A **collaborative** tool helps people:

- work on something together
- share and build ideas
- complete a task or project



Sam

What key features do **collaboration** tools include?

Collaboration tools may have:

- real-time **editing**
- comments or chat
- easy sharing
- version history

Izzy and Jun are planning a group poster. They need to type, add images and share each other's changes.

What kind of tool would work well for this?

An online word processor or presentation tool would work well because they can both add ideas and pictures at the same time and see each other's changes live.

Choose three examples from a list of online tasks:

- writing a group story
- creating a game
- sharing a class photo
- getting feedback on a video
- making a facts poster

Answer:

1. Should this be **public** or **private**?
2. Why?

Writing a group story — **private**

The group can plan, write, and **edit** together before anyone else sees it.

Creating a game — **public**

Others might want to play it, give feedback or remix it.

Sharing a class photo — **private**

It might include people's faces and should only be shared with permission.

Giving feedback on a video — **public** or **private**

Public: More people can comment. **Private:** Safer for early drafts or personal content.

Making a facts poster — **Private** first then **public**

The group can create and check it **privately**, then share it when it's finished.

There are many different ways of working together online including shared documents, commenting on a post or chat, remixing projects, adding to shared board or messaging apps.

Remixing is when you take someone else's digital project and make your own version. The original stays the same — a copy is created that you can change.

Working together on the internet can be **public** or **private**, depending on the purpose and the settings used.

Monday 28th September

TBAT: evaluate different ways of working together online.

Exit Quiz

1 What does 'collaboration' mean when using the internet? (Tick **1** correct answer)

- ☐ working alone
- ☐ working together on a task
- ☐ watching videos
- ☐ playing games

2 What word means 'open for anyone to see or use' in online work?

3 Which statement about online collaboration is true? (Tick **1** correct answer)

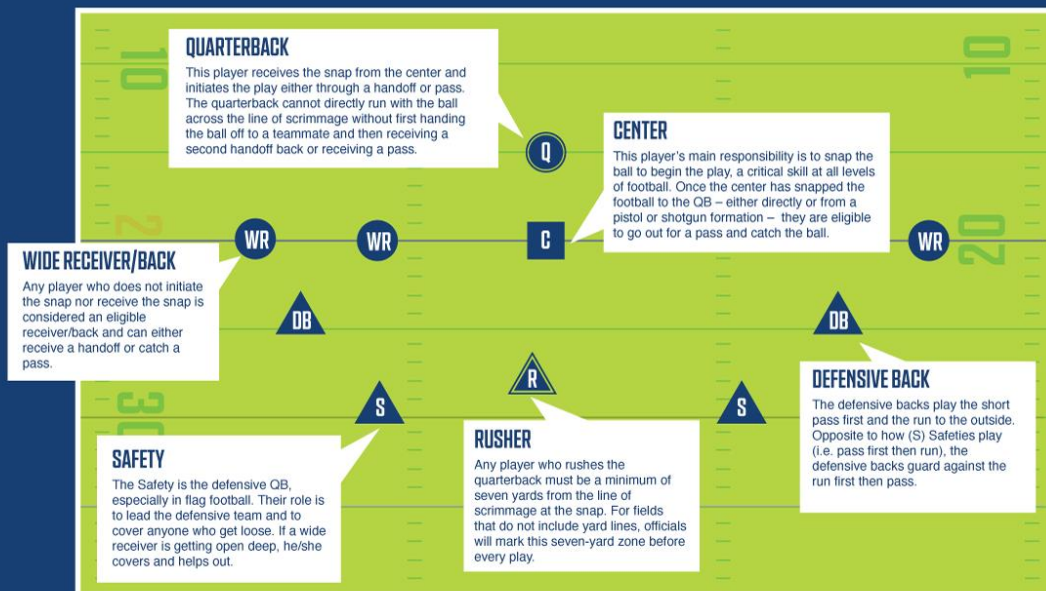
- ☐ It is always private.
- ☐ It is only for adults.
- ☐ It can be public or private.
- ☐ It cannot be changed.

4 What word describes making changes or improvements to a shared online document?

Monday 28th September

TBAT: use tactical thinking to advance an attack

OFFENSE vs DEFENSE



FLAG PLAY BOOK

SCORING:

- Touchdown = 6 points
- One (1) point after touchdown (PAT) from the 5-yard line. Must be a passing attempt. = 1 Point
- Two (2) points after touchdown (2PAT) from the 12 yard. Can be either a running or passing attempt. = 2 Points
- If a defender intercepts a PAT or 2PAT pass and returns it to the opposition endzone. (PAT return) = 2 points.
- A safety occurs when the ball carrier is ruled down within their own endzone. A ball carrier is ruled down by being tackled, a flag falling out, stepping out of bounds or fumbling the ball.

DEFENDING:

- A legal flag pull takes place when the ball carrier is in full possession of the ball.
- Defenders can leave the floor and dive to pull the ball carriers flag but cannot impede, hold or hit the ball carrier.
- It is illegal to attempt to strip or hit the ball out of the ball carrier's possession at any time.
- Interceptions are returnable for touchdowns and for 2 points on both PAT and 2PAT attempts.
- Once the quarterback has lowered their hands (simulating a handoff) the defence are able to cross the line of scrimmage and tackle offensive players. This is the only time a quarterback can be sacked.

