

28.09.2026 Monday 28th September

Morning challenge

★ MONDAY ★	
08:30 08:50	Reading 123 TTRS
08:50 10:00	× Times Tables + Maths
10:00 10:30	Assembly
10:30 10:45	Apple Break Time
10:45 11:40	Pencil Spelling & Word Work
11:40 12:10	Open Book Literacy
12:10 13:00	Fork Lunch Time
13:00 13:15	Pencil Handwriting
13:15 14:30	Globe Humanities
14:30 15:05	Flag MFL

Dear Grandpa,

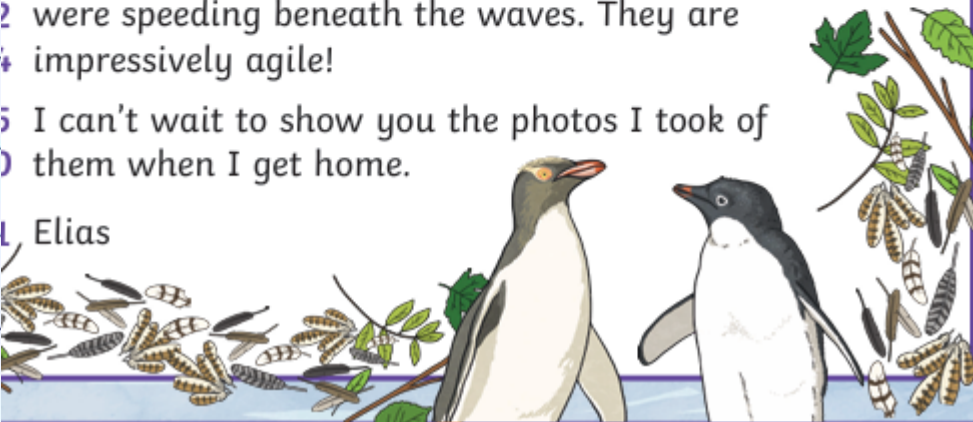
I found them! I searched for most of the morning but I finally saw the Galápagos penguins. It was incredible seeing the only penguin species that live north of the equator.

Interestingly, they are quite small in real life. Dad thinks they must be roughly 50cm tall. I think that's less than half of an emperor penguin's height!

They were pottering around in the coastal lava near some caves. I could see that their nests were made up of different materials, such as sticks, feathers and leaves. In the water, a few penguins were speeding beneath the waves. They are impressively agile!

I can't wait to show you the photos I took of them when I get home.

Elias



- Find and copy a word that means to move in a slow or unhurried way.

- Which material is **not** mentioned as being used in Galápagos penguins' nests? Tick one.
 - ☐ sticks
 - ☐ feathers
 - ☐ moss
- How do you think Elias feels about seeing the Galápagos penguins? Use evidence from the text to support your answer.

Challenge:

Why do you think the author chose to use the phrase **impressively agile**?

Lunch:

Main meal- Sausage roll with pasta salad

Vegetarian – tomato pasta with cheese and G bread

Jacket potato or School Packed lunch

28.09.26

Times tables

[percy parker 4 x table - Search](#)



28.09.26

TBAT: read a calendar.

3 in 3

1. How many days in a week?
2. How many months in a year?
3. minutes = 1 hour.

Challenge

___ hours = 1 day

28.09.26

TBAT: read a calendar.



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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

28.09.26

TBAT: read a calendar.

Partner Work

Use the numbers to fill in the gaps in the sentences.

There are _____ days in a year.

There are _____ months in a year.

There are _____ days in a leap year.

There are _____ days in a week.

Leap years happen every _____ years.

7

365

4

366

12

28.09.26

TBAT: read a calendar.



Days Of The Week Addams Family (Parody) |
Fun songs for Big Kids, Preschoolers and
Toddlers



12 Months of the Year | Exercise
Song for Kids | Learn the Months |
Jack Hartmann

28.09.26

TBAT: read a calendar.

Blue

Can you name the
days of the week?

Green

Can you name the months
of the year?

Challenge

Which month has an extra day in a leap year?

28.09.26

TBAT: read a calendar.

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

In this month, there are no school holidays.

In this month we have to come to school for 31 days.



Teddy

Do you agree with Teddy?
Explain your thinking.
Which month could it be?

Thinking Time: Do we have to go to school every day of the month?

I agree/ disagree because ...

28.09.26

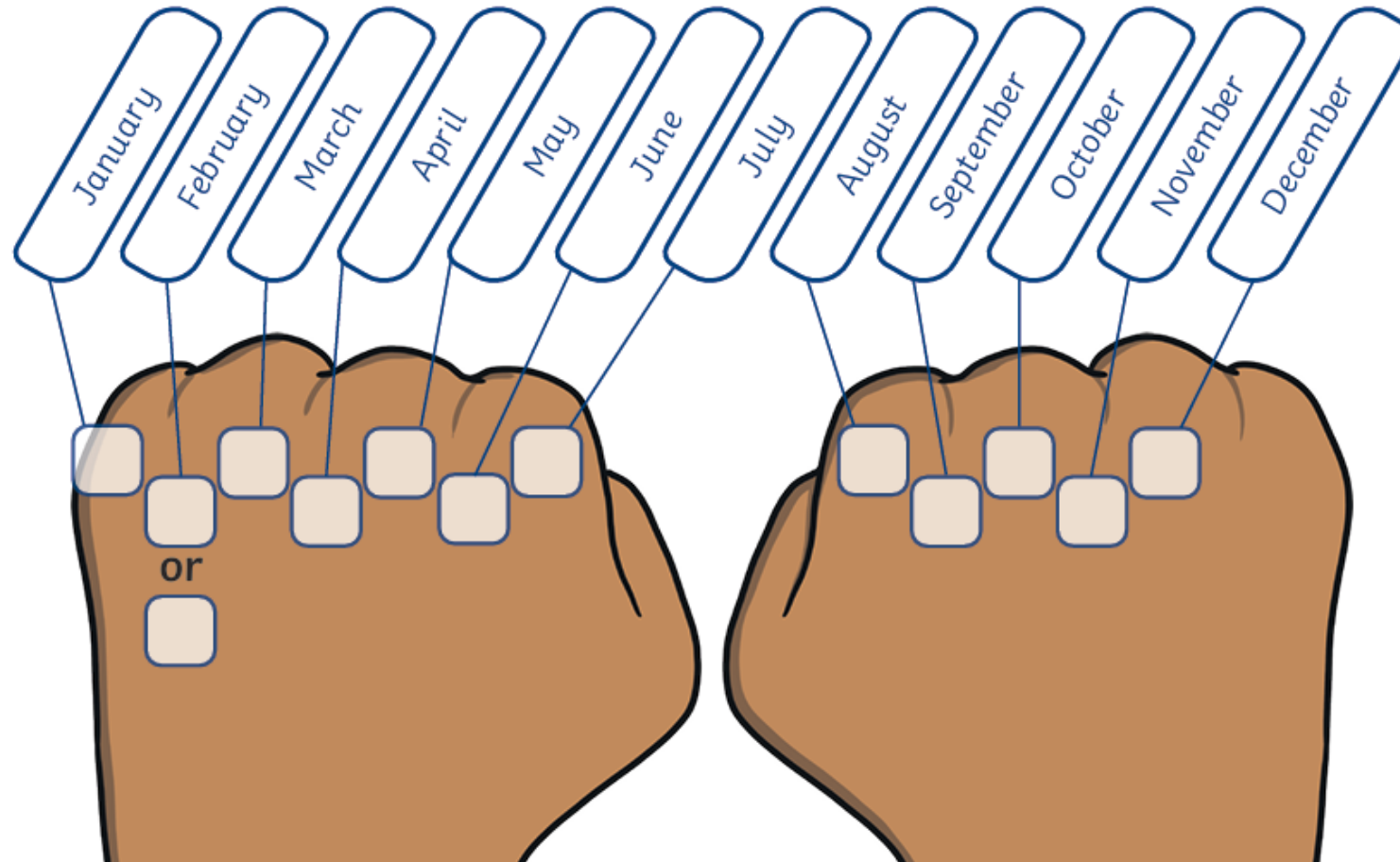
TBAT: read a calendar.



Thirty days has September

Thirty days has September,
April, June and November.
All the rest have 31,
Excepting February alone,
And that has 28 days clear And 29
in each leap year.

Days in a Month Using Knuckles



Use the knuckles to remember the months that have 31 days. Use the valleys in-between to remember the months that have 30 days or fewer. Write the number of days into each box.

Here is a page from a calendar.

Mon	Tues	Wed	Thur	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Which months could it be showing?

If you also know that there are no school holidays in the month, which months could it be now?

28.09.26

TBAT: read a calendar.

Independent Task:

Here are the months January, February and March shown on a calendar:

January							February							March						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	31	1	2	3	1	2	3	4	5	6	7	29	1	2	3	4	5	6
4	5	6	7	8	9	10	8	9	10	11	12	13	14	7	8	9	10	11	12	13
11	12	13	14	15	16	17	15	16	17	18	19	20	21	14	15	16	17	18	19	20
18	19	20	21	22	23	24	22	23	24	25	26	27	28	21	22	23	24	25	26	27
25	26	27	28	29	30	31	29	1	2	3	4	5	6	28	29	30	31	1	2	3
1	2	3	4	5	6	7	7	8	9	10	11	12	13	4	5	6	7	8	9	10

Answer these questions about the calendar.

1) Is this year a leap year? How do you know?

2) How many days are there in this year? Explain your answer.

3) How many Thursdays are there in March?

4) What day is 24th February?

5) What date is the second Friday in March?



RP1: Josh says:

"There are 8 days in a week: Sun, Mon, Tue, Wed, Thur, Fri, Sat, Sun."

What mistake has Josh made? Explain your answer.

Ben says:

RP2: "If today is Monday, then in 7 days it will be Sunday."

Do you agree? Explain your answer.

Challenge:

Four children describe their birthdays.



Work out the children's birthdays.

Write them in order, starting with the earliest in the year.

Mastery:

Whitney asks Rosie and Jack a question.

Some months have 31 days, some months have 30 days. How many months have 28 days?



Only February has 28 days.

Rosie

Every month has 28 days.



Jack

Who do you agree with? Explain your thinking.

Mastery Greater Depth:

3a. Jackson has torn his calendar.

April					
M	T	W	Th	F	Sa
			1	2	
5	6	7	8	9	
12	13	14	15		
19	20	21			
26	27				

He goes swimming every Saturday.
How many times will he go swimming in April? Explain how you know.





Monday 28th September

TBAT: spell using the correct 'ai' grapheme.

Straight
Campaign
Contain

Notice that all of these words contain the 'ai' grapheme.

Brain
Faint
Waist
Claim
Praise
Complaint
Afraid

However, straight has 2 extra letters aigh
Campaign has one extra letter aig

Challenge - Use each Y3/4 word in a correctly punctuated sentence. Include a conjunction.

Monday 28th September
TBAT: spell using the correct 'ai' grapheme.

Straight
Campaign
Contain
Brain
Faint
Waist
Claim
Praise
Complaint
Afraid

Label the
images with
their correct
words

Challenge - Use each Y3/4 word in a correctly
punctuated sentence. Include a conjunction.



Monday 28th September

TBAT: make inferences

3 in 3 - discussion

Infer

Explaining what we think based on what we know or have found out.



Why are these men playing instruments outside?

Why do two of the men have their mouths open?

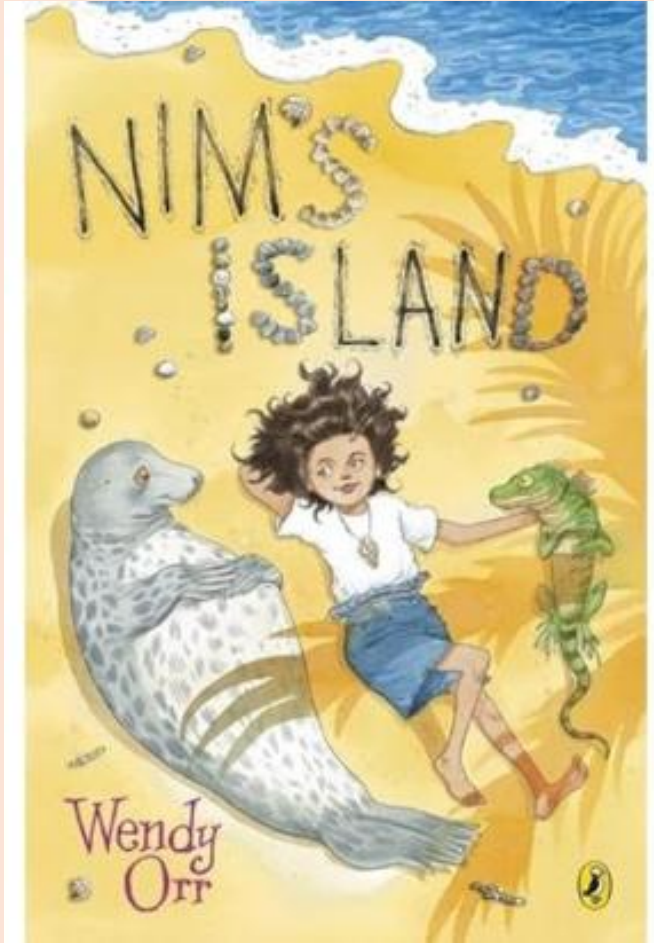
How does playing music make them feel?

What sort of music are they playing?

Monday 28th September

[Nim's Island - PDF Free Download](#)

TBAT: make inferences



Partner Talk

Recap the story so far.

What did you predict would happen next?

Challenge: describe what you remember about the island.

Monday 28th September

TBAT: make inferences

Words you will find in the text:

Wreath



Lashing - heavy, intense rain



Hoist - pull upward using a rope



Monday 28th September

TBAT: make inferences

She switched on the flashlight and crept outside.

The clouds were scudding across the moon; the stars had disappeared and there was a lashing of rain. Nim stumbled and nearly dropped her flashlight, but she could see Selkie's shape, darker than the night, and heard her bark, deeper than the wind.

What could the word scudding mean?

- a) splashing
- b) moving or running swiftly
- c) Spinning in circles

Selkie nuzzled Nim's shoulder and curled tight around her. The wind passed, the tail of a storm roaring out to sea, and Nim was snug in her sea lion shelter, breathing the warm smell of fur.

Next morning, coconuts were scattered over the beach and the hut had a dent in the roof, but the solar panel was safe and the satellite dish, sitting above the hut like a fat white coconut, was still waiting for messages to bounce across the world and into Jack's e-mail.

Inside, the hut was gritty with sand. *Mountain Madness* had blown open, and a piece of newspaper Jack had used as a bookmark was stuck against a wall. Nim tucked it back inside the cover and started cleaning the hut.

She shook her sleeping mat outside the door, swept out the sand, and used a scrap of old T-shirt to dust the laptop and Jack's science stuff, her polished driftwood, a threaded wreath of shells, and the picture of her mother.



Her mother had bright, clever eyes and a wide, funny smile; she looked happy-excited because it was the morning she went diving to investigate the contents of the blue whale's stomach.

Nim put the photo back on the shelf.

She put her empty water bottles into her wagon and

whistled for Fred—Fred liked going wherever Nim went, especially places where Selkie couldn't follow. He curled spikily around her neck and they towed the wagon across the grassland, up to the tangled vines and ferns of the rain forest.

At the edge of the rain forest was a wide rock pool with a waterfall tumbling into it, and on the other side of the pool was the garden.

There were plants to prop up that had toppled over in the wind, weeds to pull, strawberries to nibble, and a huge bunch of bananas just green enough to pick.

Nim liked bananas, but what she liked even better was swinging Jack's machete. It was shiny and sharp and made her feel like a pirate.

"Aargh, me hearties!" she shouted, and chopped down the bunch.

She dragged them to the shed and hooked them to a rope looping over a beam in the roof.

"I'm swinging the bananas!" And she grabbed the rope just above her head. Fred jumped and clung to the end with his claws. Swinging hard and heavy, they hoisted the bananas up to the roof to ripen.

It would have been easier if Selkie had helped, but sea lions aren't much good at swinging on ropes.

Nim put the machete away. "Are you hot?"

Why can't Selkie follow Fred to all places?

What do we learn about Nim here?

Monday 28th September

TBAT: make inferences

Fred knew what she was thinking. He raced her up the path to the top of the waterfall.

Over thousands of years, the water trickling down the mountain had worn away the steep black rocks to make a curving slide. It was perfect for *whooshing* a girl and an iguana over bumps and dips and splashing them into the pool at the bottom.

Nim and Fred ran up and slid down until it was time for lunch. Then Nim picked up a tomato and an avocado that had fallen off in the wind and weeded quickly around the peas.

“They’ll be ready tomorrow,” she told Fred.

But Fred didn’t like peas, and he was getting bored. He started chewing leaves and spitting them out.

“I won’t bring you up to the garden again!” Nim said sternly. Fred spat out the last bit of pea leaf and crawled into the wagon for a wild ride down the hill.

Multiple choice questions

1. Where did Nim sleep?

- a) In Fred's cave b) On Selkie's rock c) In her bed in the hut

2. What damage happened to the hut?

- a) A hole in the wall b) The door blew off c) A dent in the roof

3. What is the rock pool between?

- a) The hut and the forest b) The forest and the garden c) the garden and the beach

Monday 28th September

TBAT: make inferences

Independent:

1. How can you tell that Fred enjoys spending time with Nim?

You can tell Fred enjoys spending time with Nim because

2. What clues suggest that Nim takes pride in her home?

I know Nim takes pride in her home because...

3. Why do Nim and Fred slide down the waterfall so many times?

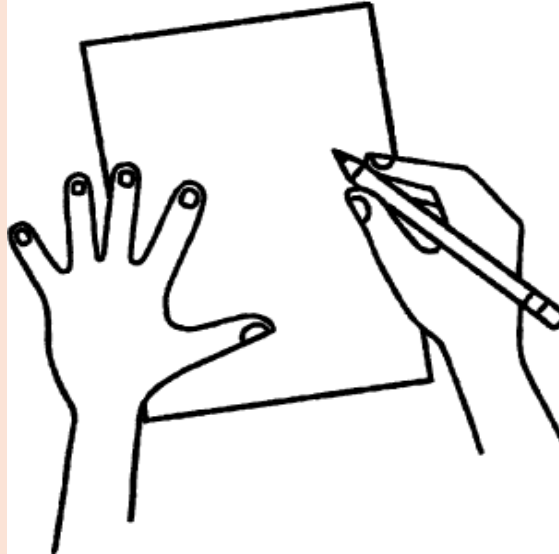
I think they slide down so many times because...

Why does the author compare the satellite dish to a coconut?

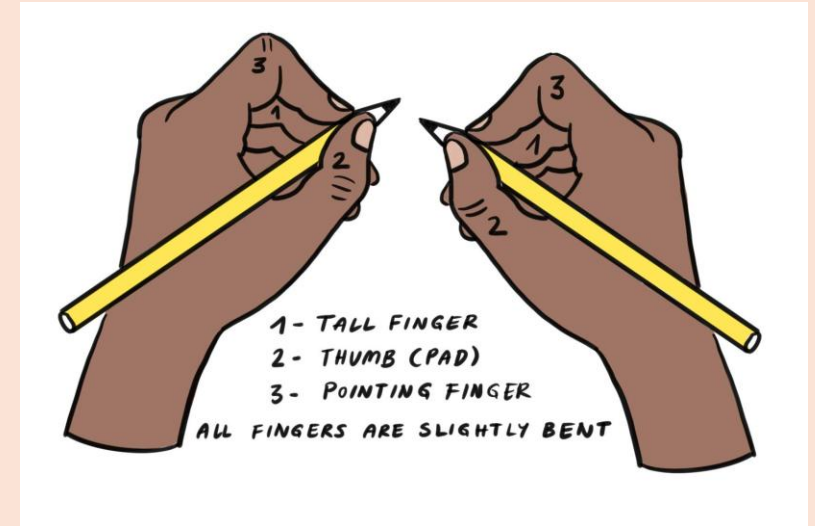
Before we start, what are these pictures reminding you to do?



- 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

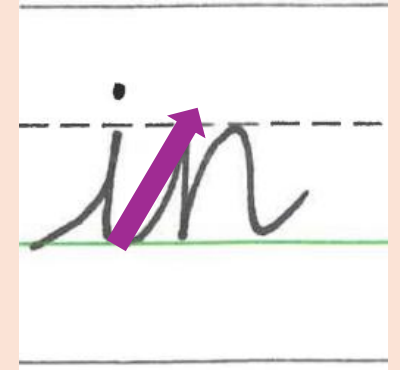
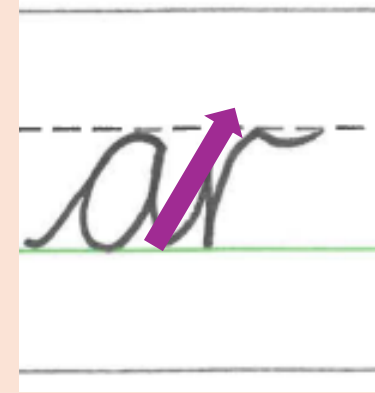
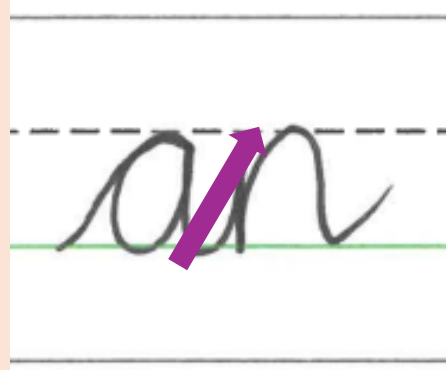
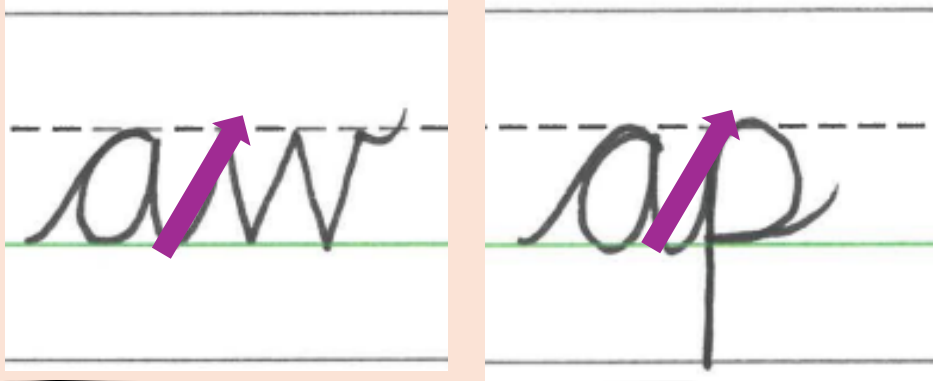


I do the **finger pull** warm-up and the **rolling wrists** warm-up.

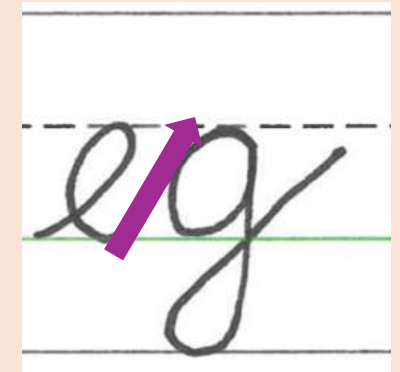
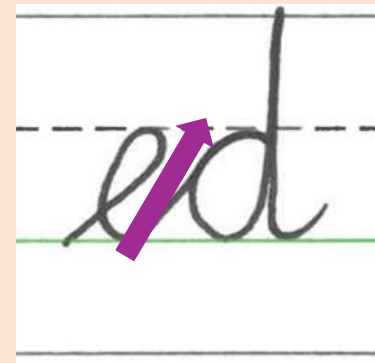
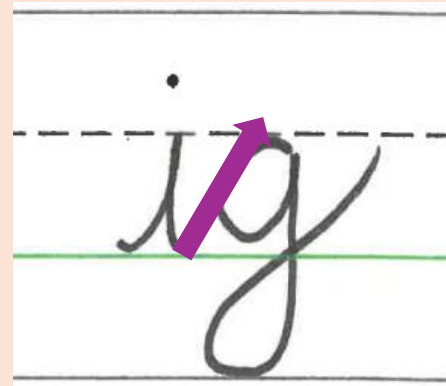
You do the **finger pull** warm-up and the **rolling wrists** warm-up.

The second join: if

The first join we learnt is shown below:



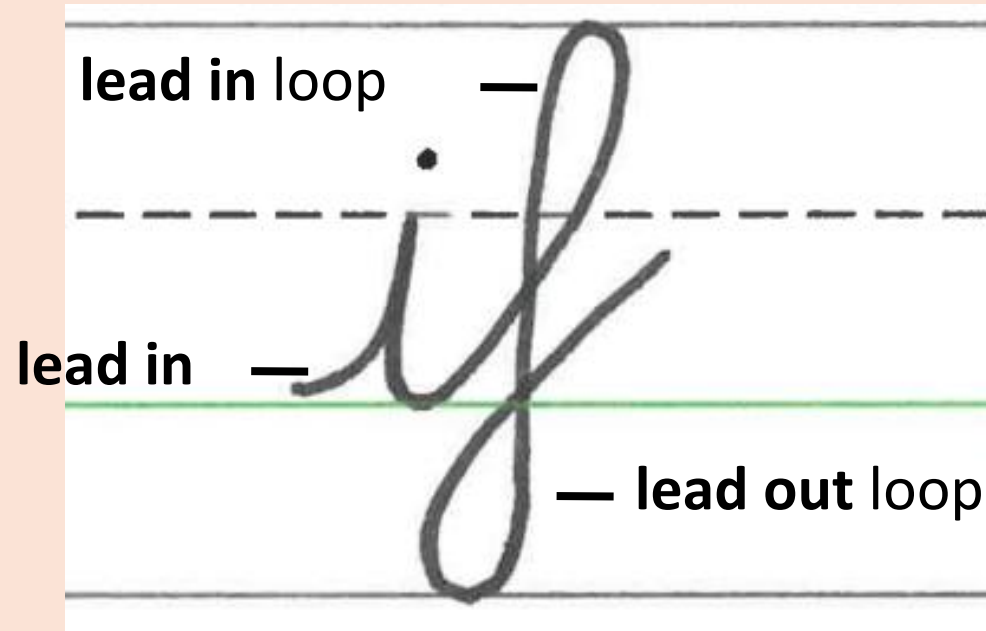
The first join is from the **baseline** to the x-height line.



The second join: if

Let's look closely at an example of our second join.

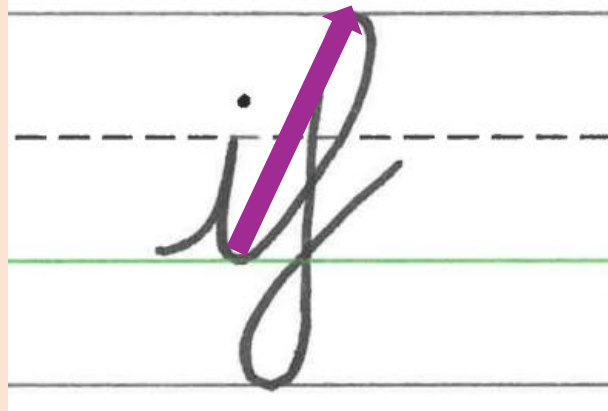
What can you see?



The letter f has a **lead in** loop and a **lead out** loop.

The second join: if

What do you notice about how these letters are joined?



The second join is from the **baseline** to above the x-height line, towards the **ascender line**.

a



All the letters have a **lead in** and a **lead out**.

The first letter has a **lead in** from the **baseline**.

The join starts at the **baseline** and goes up to the **ascender line** forming a loop.

You don't lift your pencil when forming the join.

The letter f has a lead out loop from the descender line to the baseline.

The second join: if



Explanation



Check

I will form the join if in the air with my finger.



Focus on _____ nt
smooth and flowing.

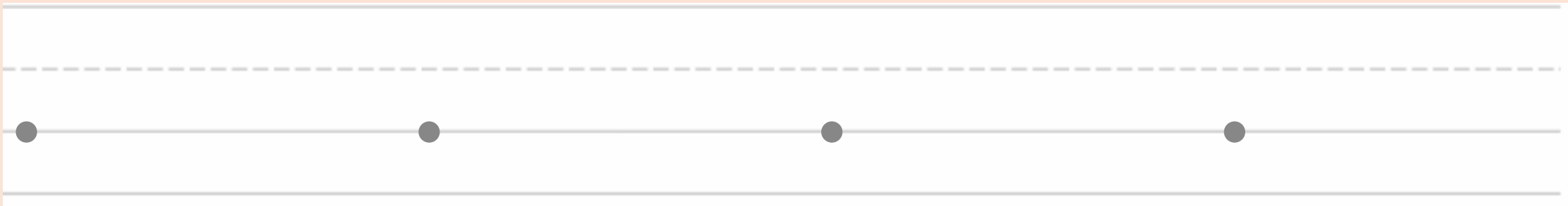
You will form the join if in the air with your finger.

1. Practise the second join: if

a. Go over the grey examples.



b. Try using the starting dot.



c. Complete two lines independently on your tramlines.

The second join: il

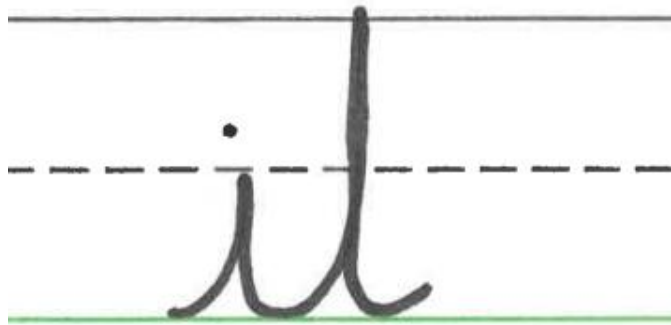


Explanation



Check

I will form the join il in the air with my finger.



Focus
smooth

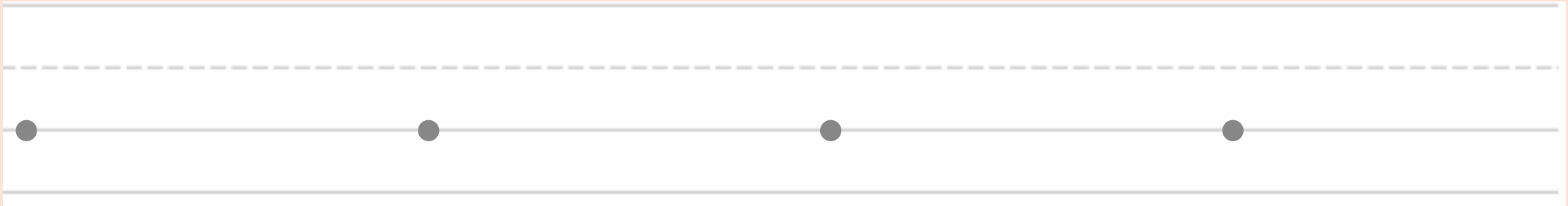
it

You will form the join il in the air with your finger.

1. Practise the second join: il
 - a. Go over the grey examples.



- b. Try using the starting dot.



- c. Complete two lines independently on your tramlines.

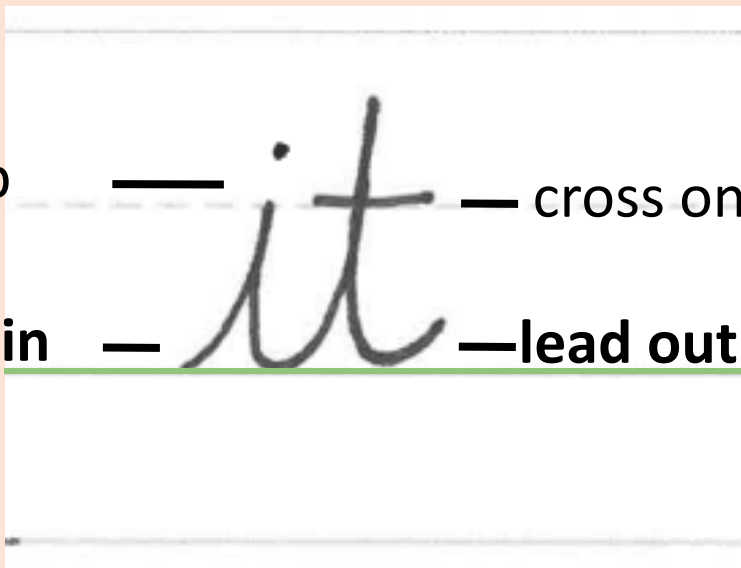
The second join: it

Let's look closely at another example of our second join.

What can you see?

dot at the top

—



—

cross on the x-height line

lead in

—

—

lead out

The second join: it

What do you notice about how these letters are joined?



The second join is from the **baseline** to above the x-height line, towards the **ascender line**.

All the letters have a **lead in** and a **lead out**.

The first letter has a **lead in** from the **baseline**.

The join starts at the **baseline** and goes up to between the x-height line and the **ascender line**.

You don't lift your pencil when forming the join.

The last letter has a **lead out**.



The second join: it



Explanation



Check

I will form the join it in the air with my finger.

Focus
smooth

it

You will form the join it in the air with your finger.

1. Practise the second join: it

a. Go over the grey examples.



b. Try using the starting dot.



c. Complete two lines independently on your tramlines.

Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.

3 in 3

When did the Bronze Age begin in Britain? T

- ☐ approximately two million years ago
- ☐ approximately four thousand years ago
- ☐ approximately two thousand years ago

Starting with the first stage, put the stages of making bronze objects into the correct order. Use numbers to show the correct order

	melding
	mining
	smelting
	casting

Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.

A **hoard** is a buried store of goods.

Agriculture is the process of farming.

Wildwood is a naturally growing forest area.

A **surplus** is the amount left over of something when you have more than you need.

Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.

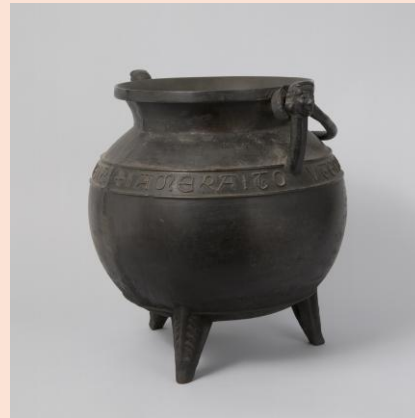
During the Bronze Age, humans began to make and use bronze.

Bronze is made by melding the two metals: copper and tin.

Bronze could be used to make lots of different things.



Bronze tool



Bronze pot



Bronze jewellery

Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.

Bronze is harder and lasts longer than wood or stone. Bronze tools could be made sharper than tools made of wood or stone.

Why do you think the objects below would be better when made from bronze rather than stone or wood?



Bronze sword



Bronze spearhead



Bronze axe head

Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.



Bronze was useful for making things like swords, spearheads and axe heads, which need to be strong and long-lasting.

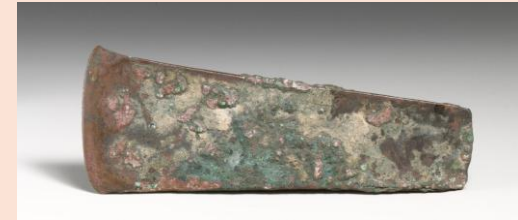
It also meant they could be sharper: useful for both fighting and farming!



Bronze sword



Bronze spearhead



Bronze axe head

TBAT: explain how the making and use of bronze changed life in Britain.

Archaeologists have also found examples of jewellery from the Bronze Age.

Jewellery made in the Bronze Age wasn't always made from bronze.



It was often made from gold!



Gold jewellery

Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.

Archaeologists have discovered many **hoards** of bronze artefacts from the Bronze Age around Britain.

A **hoard** is a collection of goods that have been buried or stored.



Bronze Age **hoard**

TBAT: explain how the making and use of bronze changed life in Britain.

Hoards show us the types of things people used bronze for during the Bronze Age.



Bronze Age **hoard**

TBAT: explain how the making and use of bronze changed life in Britain.

Why people buried **hoards** of bronze items is a mystery!



Perhaps they didn't need the things anymore, so it is buried rubbish.



They might have been saving them to melt down and reuse the metal in the future.

Maybe it was a religious ceremony...



...or maybe they were hiding the objects.



What do you think? Can you think of any other reasons?



Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.



Label this photograph of a bronze **hoard**.



Bronze Age **hoard**

spearhead

jewellery

sword

axe head

Label this photograph of a bronze **hoard**.



sword

spearhead

jewellery

axe head

Bronze Age **hoard**

TBAT: explain how the making and use of bronze changed life in Britain.



Stone Age axe

In the Stone Age, axes were made from sharpened stone. People held them in the palm of their hands.



Bronze Age axe

A Bronze Age axe would have been made with a bronze axe head. It was attached to a wooden handle to make it easier to hold.

Monday 28th September



TBAT: explain how the making and use of bronze changed life in Britain.

Bronze tools were much stronger and sharper than the stone tools that had been used before.

This meant that larger areas of **wildwood** could be cleared for **agriculture** and more crops could be planted.



People could use their sharper tools to cut down bigger areas of **wildwood**. This made more space for **agriculture** and allowed people to grow more food.



Wildwood

How did life change in the Bronze Age?



Check

Fill in the missing words to finish the sentences below. (Together)

The **wildwood** could be cut down bronze tools were strong.

The **wildwood** was cut down that farmers had more space.

The farmers were able to grow more crops farm more animals.

so

and

because

Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.

During the Bronze Age, farmers could use tools to make more space for **agriculture**.

This provided food for more people, so the population (the number of people) grew.

As the population grew, more people were needed to farm the land to make sure there was enough food for everyone.



Barley - a type of crop

How did life change in the Bronze Age?



What happened to the population in Britain during the Bronze Age?

- a** it became smaller
- b** it stayed the same
- c** it grew bigger



Can you explain to a partner why the population became bigger?



Monday 28th September

TBAT: explain how the making and use of bronze changed life in Britain.

More crops meant people had a **surplus** of food they could trade or store in case of a disaster.

People began to travel further to trade their **surplus**.

People could trade their **surplus** for goods that they could not find where they lived, like: tin, jade, amber or precious metals.



Barley - a type of crop

TBAT: explain how the making and use of bronze changed life in Britain.

- 1) Write a label for this object so it can be displayed in a museum.

This is a:

It is made from:

It was used by:

It was used for:



- 1) Write a label for this object so it can be displayed in a museum.

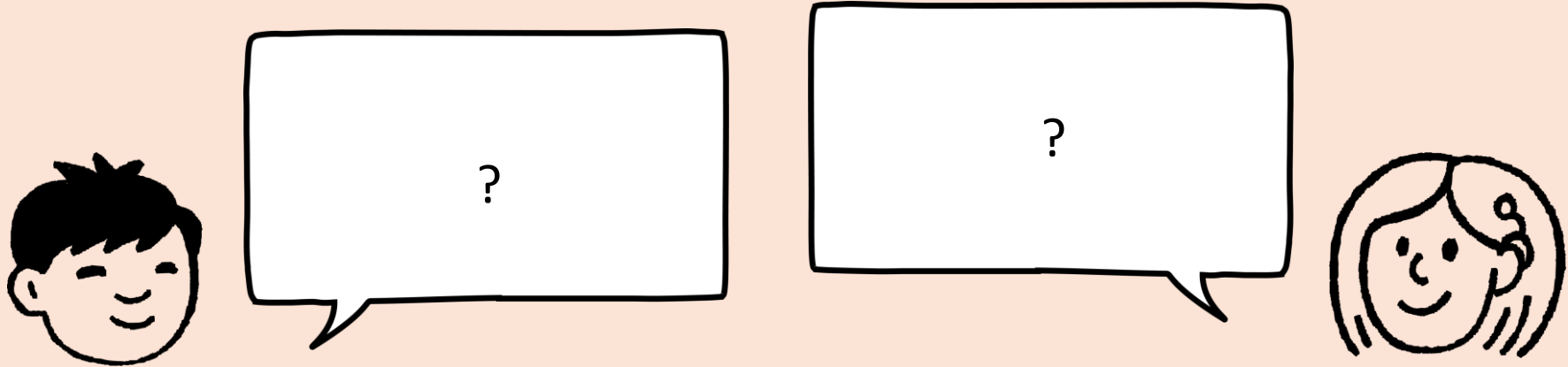
This is a:	Bronze Age axe
It is made from:	a bronze axehead and wooden handle
It was used by:	farmers
It was used for:	chopping down the wildwood to create space for agriculture



TBAT: explain how the making and use of bronze changed life in Britain.

2) How did bronze change life in Britain?

Discuss your answer with a partner. Write it in your book



You should try and use some of these words to help you:

tools	stronger	wildwood	space
agriculture	population	surplus	trade

Bronze changed life in Britain because...

tools	stronger	wildwood	space
agriculture	population	surplus	trade

- 2) How did bronze change life in Britain? Discuss your answer with a partner. Your answers might have included:

Bronze changed life in Britain because it led to the **population** growing. With more **space** for **agriculture** more people could be fed and they even started to trade their **surplus** food.



Yes! They used **stronger** bronze **tools** to clear lots of the **wildwood** for farming. They could **trade** their **surplus** food for precious metals and tin ore.



Lundi 28 Septembre

TBAT: recognise, recall and spell numbers 1-10.

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

Lesson 4 - I am Learning French



Lundi 28 Septembre

TBAT: recognise, recall and spell
numbers 1-10.

1 u _

2 d _ _ _

3 t _ _ _ _

4 q _ _ _ _ _

5 c _ _ _

6 s _ _

7 s _ _ _

8 h _ _ _

9 n _ _ _

10 d _ _