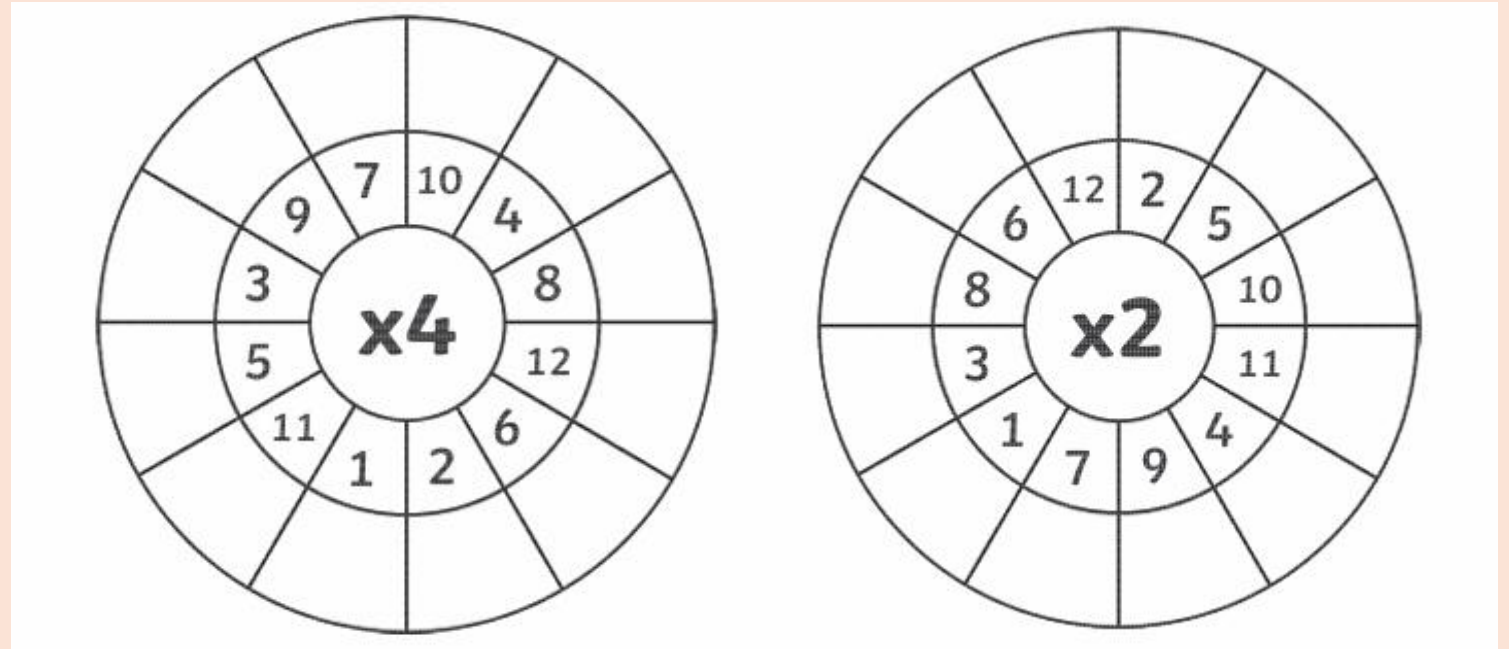


Monday 19th October 2026

19.10.26

★ MONDAY ★	
08:30 08:50	 Reading 123  TTRS
08:50 10:00	 Times Tables  Maths
10:45 11:40	 Spelling & Word Work
10:30 10:45	 Break Time
11:40 12:10	 Literacy
12:10 13:00	 Lunch Time
13:00 13:15	 Handwriting
13:15 14:30	 Humanities
14:30 15:05	 MFL

music



19/10/26

TBAT: recap subtracting with an exchange

3 in 3

1) $63 - 48 =$

2) Put this number into numerals **four hundred and forty- eight**

3) Round these numbers to the nearest 10:

31, 89, 25

19/10/26

TBAT: recap subtracting with an exchange



	T	O	
-	5	3	
	2	9	

- Check the **ones**.
- **Exchange 1 ten for 10 ones.**
- Subtract the **ones**.
- Subtract the **tens**.

19/10/26

TBAT: recap subtracting with an exchange

	4	1
-	1	7

	1	6
-	1	0

	2	7
-	1	6

19/10/26

TBAT: recap subtracting with an exchange



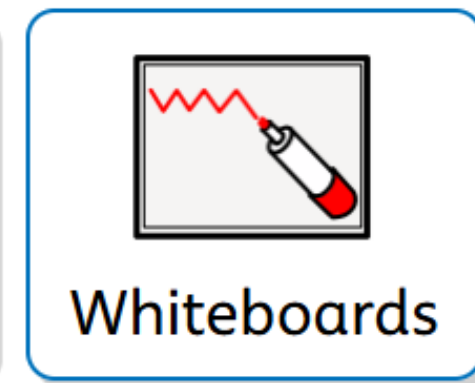
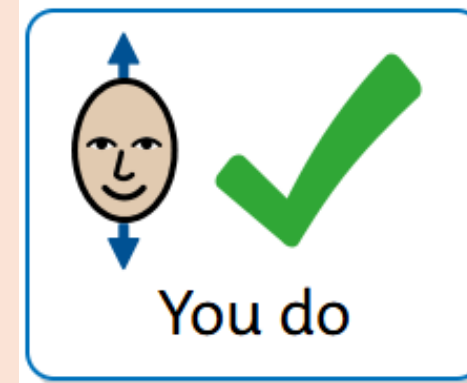
We do

	T	O	
	8	4	
-	5	7	

19/10/26

TBAT: recap subtracting with an exchange

	T	O	
	9	7	
-	5	8	



- Check the **ones**.
- **Exchange 1 ten for 10 ones.**
- Subtract the **ones**.
- Subtract the **tens**.

Challenge

Which is greater $65 - 56$ or $78 - 67$?

19/10/26

TBAT: recap subtracting with an exchange

Reasoning Problem

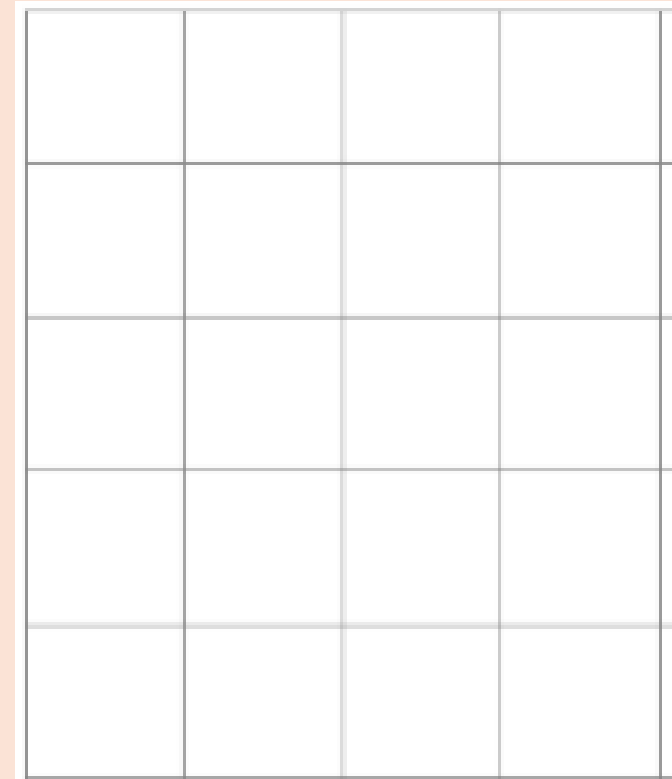
Miss Beer had 54 stickers.

She gave 27 stickers to a friend.

How many stickers does she have left?

Explain your thinking.

 *Why do we need to exchange a ten when solving $54 - 27$?*



19/10/26

TBAT: recap subtracting with an exchange

Independent

a)				b)				c)			
	2	3			2	6			3	8	
-	1	7		-	1	9		-	2	9	

d)				e)				f)			
	4	7			4	1			4	5	
-	1	8		-	2	6		-	2	9	

Challenge

40 pupils are in the school play.
28 of them have speaking parts.
How many pupils have non-speaking parts? Use the column method to work out your answer.

RP

7b. Sam has calculated seventy subtract forty-eight. Her calculation is below.

	7	0
-	4	8
	3	2

What mistake has she made?



19/10/26

TBAT: recap subtracting with an exchange

Mastery

9b. Ted and Aisha are solving:

eighty-three – fifty-seven =



Ted

The answer is 25.



Aisha

The answer is 26.

Who is correct? Explain how you know.

Mastery GD

6. Using the digit cards below, create 2 different 2-digit subtractions that include an exchange.

2 4 7 8

-		

-		

Monday 20th October

TBAT: spell homophones and near homophones.

Talk partners

What is a homophone?

How many homophones can you think of?

This week, we are learning more homophones.
Can you remember what a homophone is?

Homophones are words that sound the same, but
have different spellings and meanings.

Can you spot the pair of homophones in this sentence?

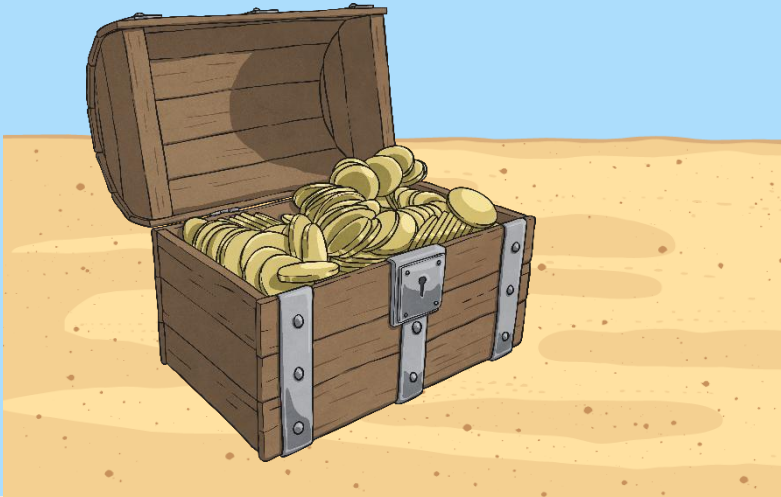


Ben tried to sew his ripped shorts so
that he could wear them for football
training.



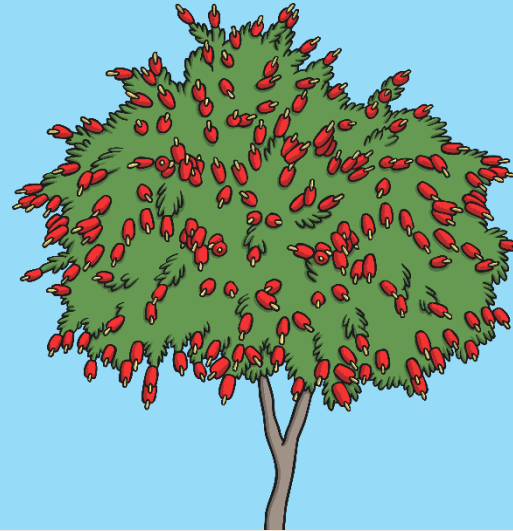
Can you put the correct word into the correct sentence?

In an attempt to hide his treasure,
the pirate began to
bury the treasure chest in the
sand.



berry

You must never eat a seed or
berry from a tree or bush as
they might be poisonous.



bury

Can you put the correct word into the correct sentence?

At the fair, Laura and Samir went on the dodgem cars.



fair

The bus driver asked the young boy for fifty pence for his fare.



fare

Can you put the correct word into the correct sentence?

The stunt driver hit the
____ brake pedal hard before he ran
into the double decker bus.



break

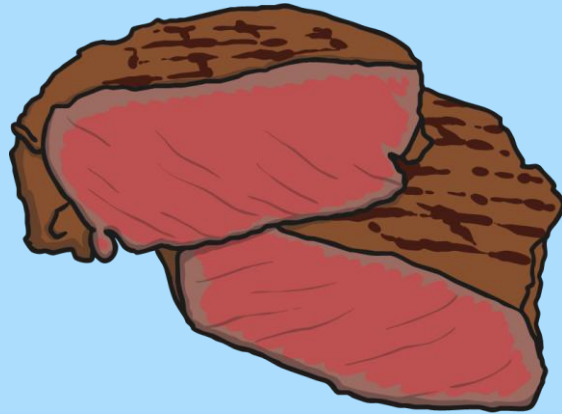
Hettie hadn't meant to break her
Grandma's best ornament and now
she was in big trouble!



brake

Can you put the correct word into the correct sentence?

The shop assistant served steaks, pork chops and chicken breasts on the fresh meat counter.



meat

The football team couldn't wait to meet their first team coach.



meet

Can you put the correct word into the correct sentence?

The hamster sped across the room
inside his ball .



bawl

“Don’t start to ~~bawl~~ and cry!
You’re not having it!” mumbled Dad
in frustration.



ball

Independent:

Homophones

Look at the pictures. Write the correct word underneath each one.

Word Bank
fare berry fair bury break
bawl brake meet meat ball

Homophones sound the same but have different meanings and spellings!

1. 

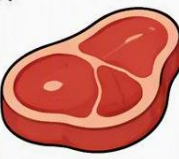
2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

Challenge!
Choose three of the words and write a sentence for each one.
1. _____

2. _____



Monday 19th October

TBAT: summarise and sequence

3 in 3

Put the correct word into the sentence

Write your own sentences using the words heel/heal and mail/male.

I chose _____ meal for lunch. (main, mane)

I can _____ the bells ringing near _____. (here, hear)

I did _____ tie that _____. (knot, not)

Monday 19th October

TBAT: summarise and sequence

What is a summary?

A summary tells us the most important events in the correct order, without including every small detail.

Monday 19th October

TBAT: summarise and sequence

Partner Talk:

Using the picture, predict what you think will happen next in the story.

What might be the consequence?

What does the author mean when they say 'Nim's breath came in jagged chunks'?

Then the earth roared and the mountain bellowed and an explosion of red covered the sky. A fountain of lava,

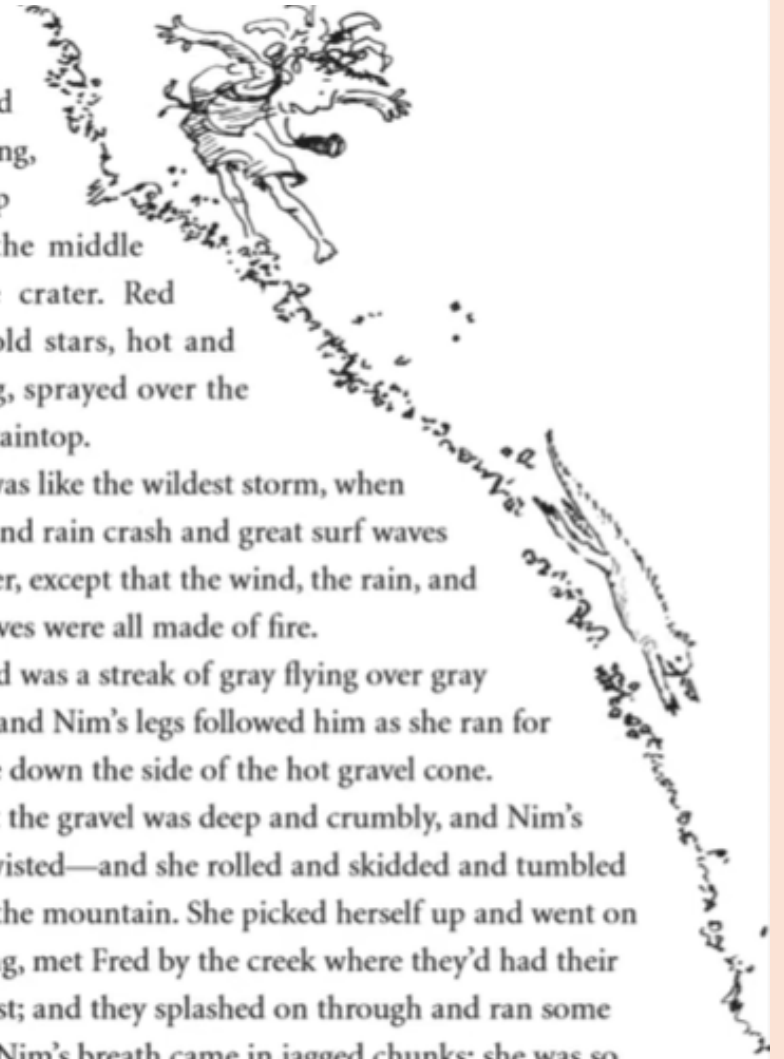
red and bubbling, shot up from the middle of the crater. Red and gold stars, hot and boiling, sprayed over the mountaintop.

It was like the wildest storm, when wind and rain crash and great surf waves thunder, except that the wind, the rain, and the waves were all made of fire.

Fred was a streak of gray flying over gray rocks, and Nim's legs followed him as she ran for her life down the side of the hot gravel cone.

But the gravel was deep and crumbly, and Nim's foot twisted—and she rolled and skidded and tumbled down the mountain. She picked herself up and went on running, met Fred by the creek where they'd had their first rest; and they splashed on through and ran some more. Nim's breath came in jagged chunks; she was so hot she thought flames might spurt out of her head like her own miniature volcano.

And just when they couldn't run any farther, they



Monday 19th October

TBAT: summarise and sequence

splashed into the waterfall's cold water and *whooshed* gently down to the pool.

They sat in it for one refreshing moment and then ran the rest of the way back to the hut.

Selkie was waiting anxiously on her rock. She barked when she saw them, sniffed Nim all over, and *whuffed* sadly when she found the cut on her knee.

It was a big, messy cut, with torn skin, deep gravel grooves, and lots of blood. Nim must have done it when she had tumbled down the mountain but had been too scared to feel it.

It hurt now that she wasn't so scared.

Nim stretched out on the rock and let Selkie fuss. She stared up, and Fire Mountain was still shooting scarlet stars, a glow of red on the gray cone, but the lava hadn't followed them and they were safe at home.

But she hadn't seen Jack's sails, so he wouldn't be home tonight, which meant there was one more thing she had to do. She took her fishing rod back to the rocks, and when she caught a fish, she dropped it in a bucket.

Because sometimes Galileo came when he was called, and sometimes he didn't, but he always came if he saw a fish.

Monday 19th October

TBAT: summarise and sequence

Multiple choice:

1. Why were Nim and Fred running?

- A. They were late for dinner.
- B. They were escaping from the erupting volcano.
- C. They were chasing Selkie.

2. How did Nim hurt her knee?

- A. She fell from a tree.
- B. Selkie scratched her.
- C. She tumbled down the mountain.

3. Why did Nim catch a fish?

- A. To cook for dinner.
- B. B. To attract Galileo.
- C. To feed Selkie.

Monday 19th October

TBAT: summarise and sequence

Let's write a few sentences
together to summarise these two
pages.

Monday 19th October

TBAT: summarise and sequence

Knowledge Check:

Which of these sentences is the best summary for this part of the story?

- A. Nim slipped, ran, swam, sat on a rock, caught a fish, looked at the volcano and talked to Selkie.
- B. Nim escaped from an erupting volcano, hurt her knee, got home safely, and then went to find Galileo.
- C. Nim's knee was cut and bleeding.

Monday 19th October

TBAT: summarise and sequence

Independent:

Write your own summary in a few sentences.

Use time
adverbials.

erupted • lava • escaped • tumbled • waterfall • home
• injured • fish

Then, order the events in the table.

Monday 19th October

TBAT: summarise and sequence

	Nim reaches home safely.
	Fire Mountain erupts.
	Selkie finds Nim's cut knee.
	Nim falls and tumbles down the mountain.
	Nim and Fred run away.
	They splash through the waterfall.

Add one more
event that comes
after.

Monday 19th October

TBAT: Understand the history of jazz.

3 in 3

Listen to the song.

How does it make you feel?

What style of music is it?

What instruments can you hear?



Monday 19th October

TBAT: Understand the history of jazz.



Monday 19th October

TBAT: Understand the history of jazz.



Monday 19th October

TBAT: Understand the history of jazz.



Monday 19th October

TBAT: Understand the history of jazz.

Partner Talk

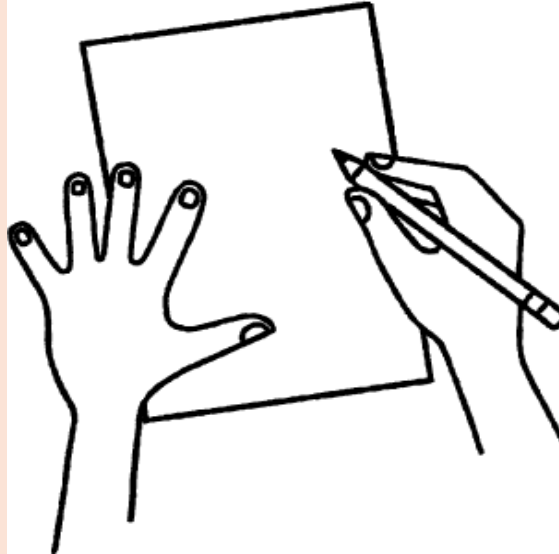
Do you like jazz? Why / why not?

TBAT: Form the joins 'wl' and 'ok'.

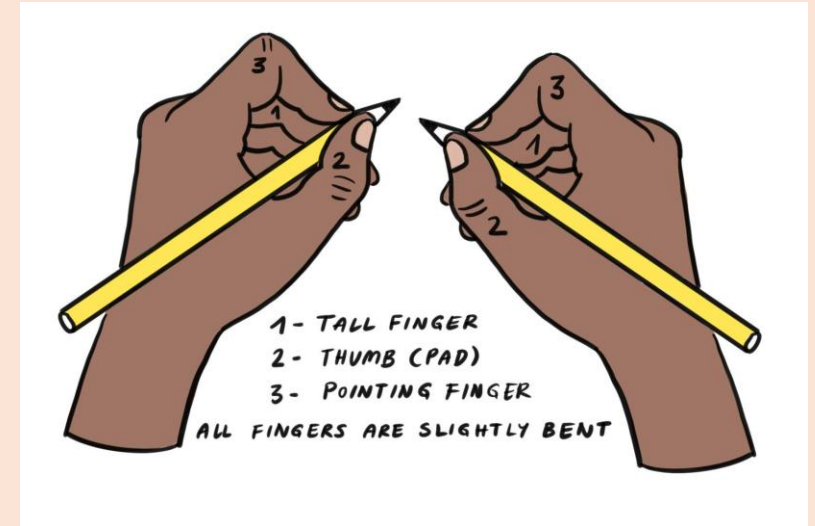
Before we start, what are these pictures reminding you to do?



- 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 **playing piano** warm-up and the **clapping position** warm-up.

You do the **playing piano** warm-up and the **clapping position** warm-up.

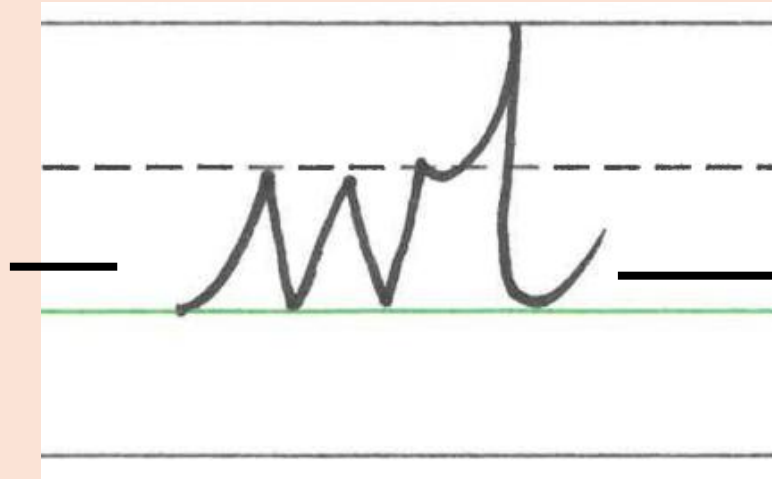


The fourth join: wl and ok

Let's look closely at some examples of our fourth join.

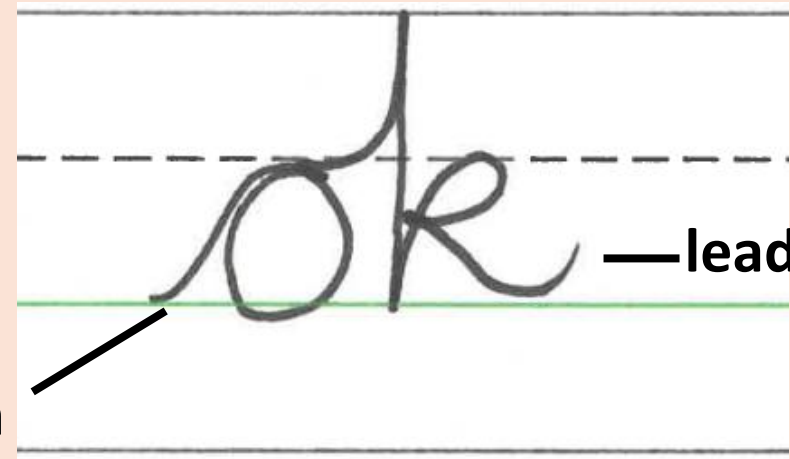
What can you see?

lead in



lead out

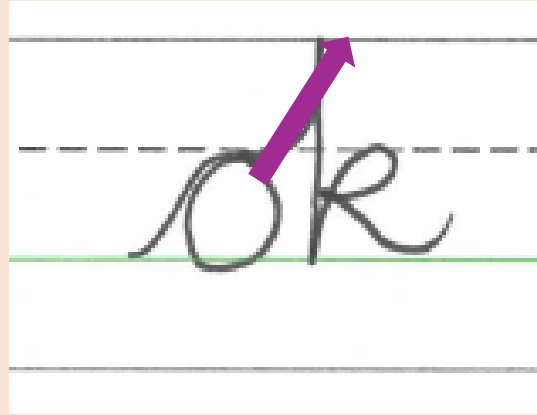
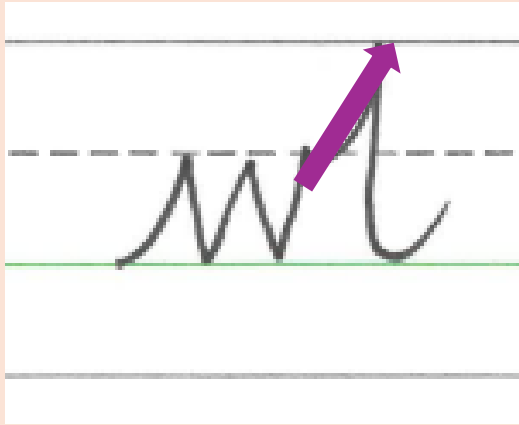
lead in



lead out

The fourth join: wl and ok

What do you notice about how these letters are joined?



The fourth join goes from the **x-height line** up 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 **x-height line** and reaches up to the **ascender line**.

The last letter has a **lead out** on the baseline.



The fourth join: wl and ok

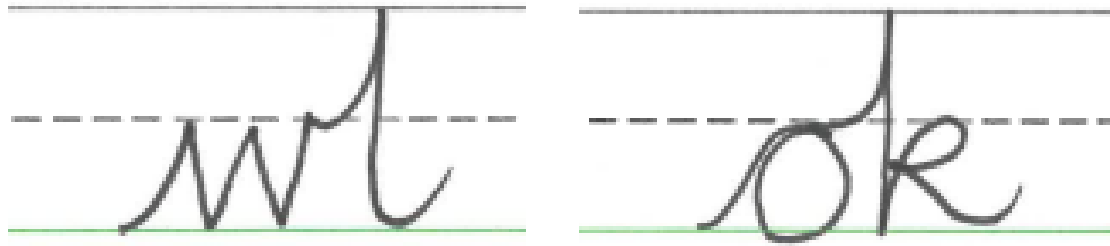


Explanation



Check

I will form the join wl and ok in the air with my finger.

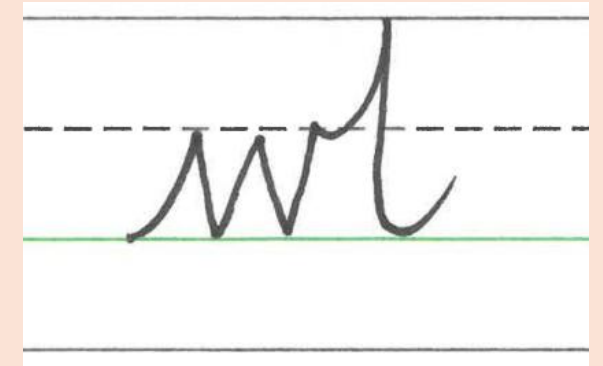


th
smooth and flowing.

You will form the join wl and ok in the air with your finger.

Let's practise the fourth join: wl

1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go'.
3. Put your pencil on the baseline to start your **lead in** and go up to the **x-height line** to form the letter w.
4. To join, keep your pencil on the dip down of the **lead out**, go up to the **ascender line** and form the letter l.
5. Finish with a **lead out** at the baseline.



Keep your pencil flowing smoothly as you connect the letters.

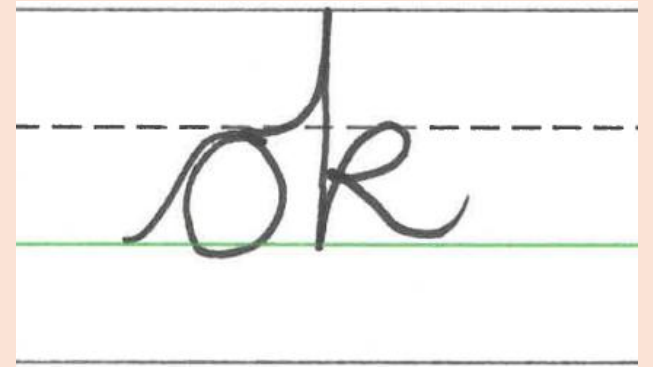


Explanation

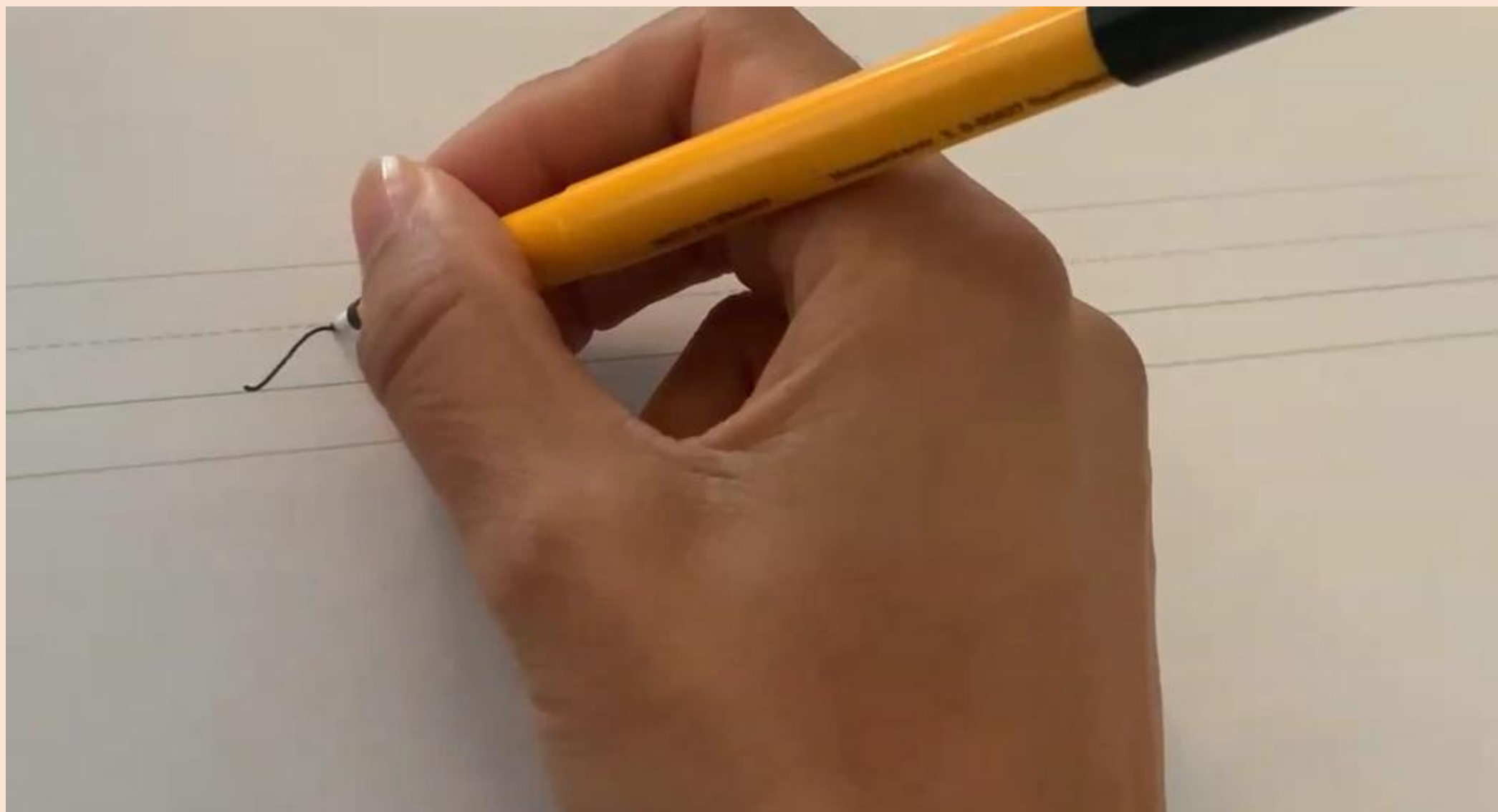


Let's practise the fourth join: ok

1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go'.
3. Put your pencil on the baseline to start your **lead in** and go up to the **x-height line** to form the letter o in an anti-clockwise direction.
4. To join, keep your pencil on the **lead out**, go up to the **ascender line** and form the letter k.
5. Finish with a **lead out** at the baseline.

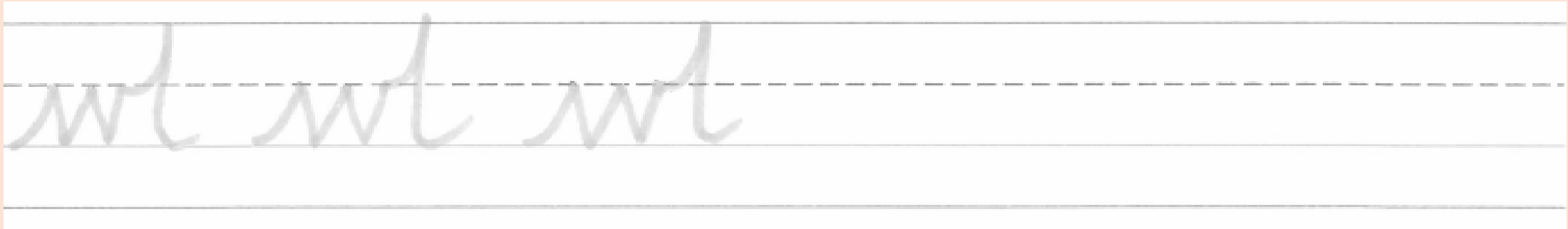


Keep your pencil flowing smoothly as you connect the letters.

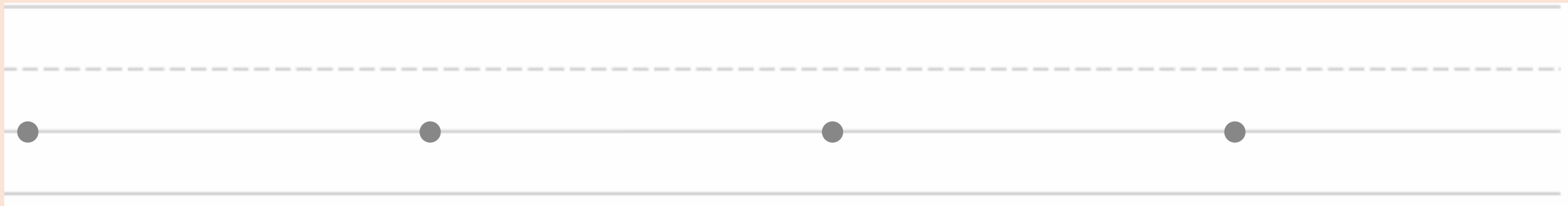


1. Practise the fourth join: wl

a. Go over the grey examples.



b. Try using the starting dot.



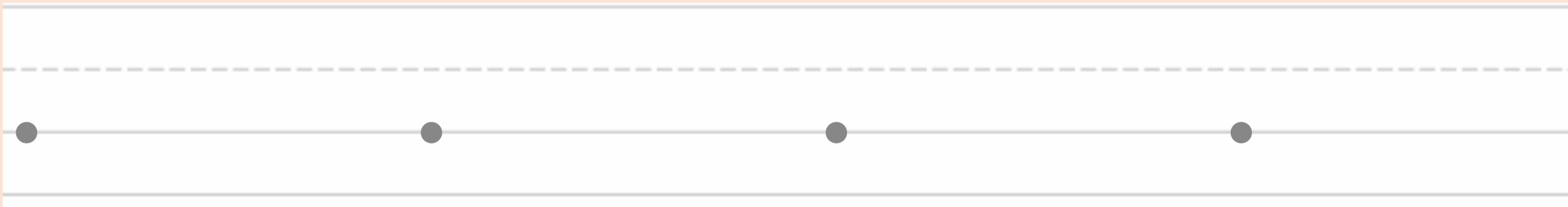
c. Complete two lines independently on your tramlines.

2. Practise the fourth join: ok

a. Go over the grey examples.



b. Try using the starting dot.



c. Complete two lines independently on your tramlines.

Monday 19th October

KQ: Can I describe some of the changes that took place in settlements and trade during the Iron Age?

3 in 3

What was iron used for in the Iron Age?

- ☐ to make tools
- ☐ to make weapons
- ☐ to make coins
- ☐ to make pottery

What was the era after the Bronze Age called?

- ☐ Stone Age
- ☐ Iron Age
- ☐ Roman Britain
- ☐ Victorians

What were the people inhabiting Britain during the Iron Age called?

Monday 19th October

KQ: Can I describe some of the changes that took place in settlements and trade during the Iron Age?

A settlement on top of a hill with a protective barrier is a **hillfort**.

Earth that has been moved for building or construction is called **earthworks**.

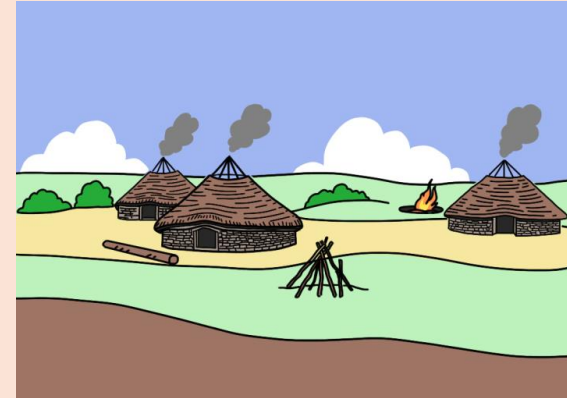
Ramparts are protective barriers such as ditches, fences or walls surrounding an area.

Items made from clay such as pots, vases, bowls and cups are called **pottery**.

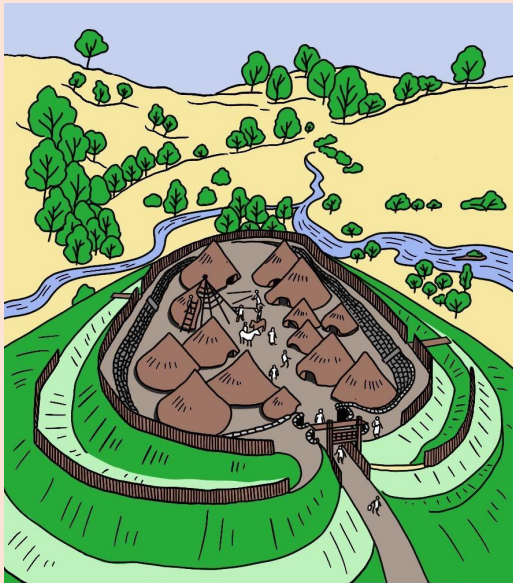


Sam

At the beginning of the Iron Age, people lived in small farming settlements.



Reconstruction of an early Iron Age settlement



During the Iron Age, settlements became much larger.

Illustration of a later Iron Age settlement



Andeep



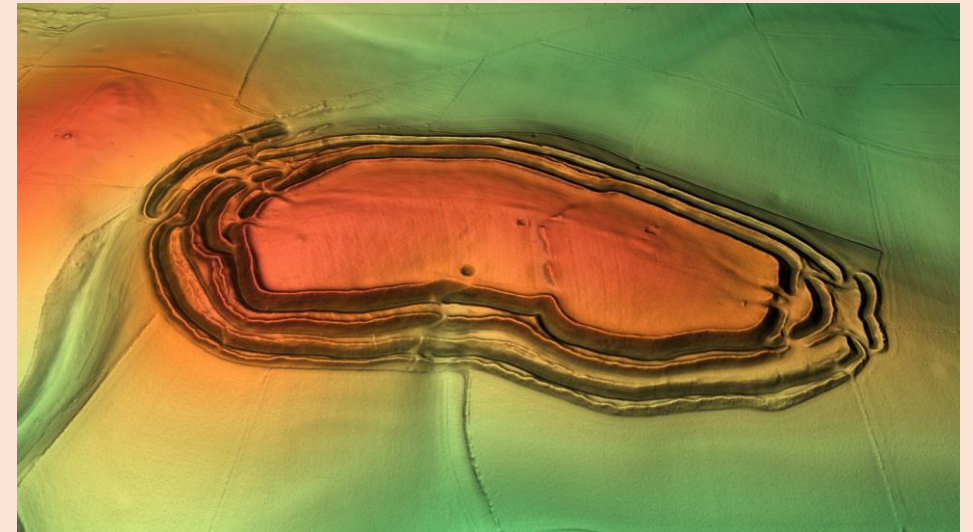
Andeep

An example of a large Iron Age settlement is Maiden Castle in Dorset.



Sam

Wow! You can still see the **earthworks** of the settlement today!



Aerial photo of Maiden Castle



At the beginning of the Iron Age, settlements were next to farmland.

During the Iron Age, the Celts began to build settlements on top of hills called **hillforts**.

We can still see the **earthworks** of some **hillforts** today!

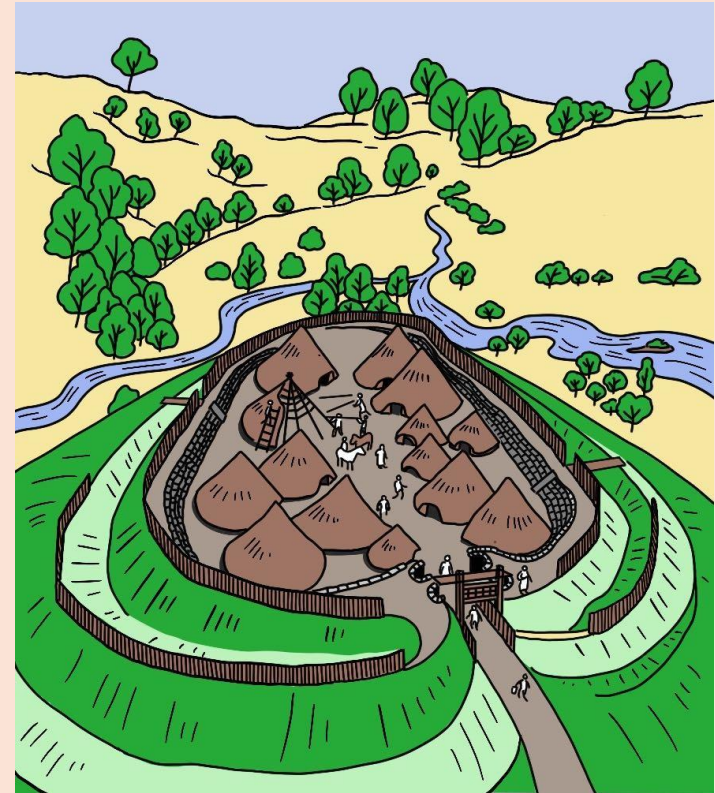


Illustration of a **hillfort**



Sofia

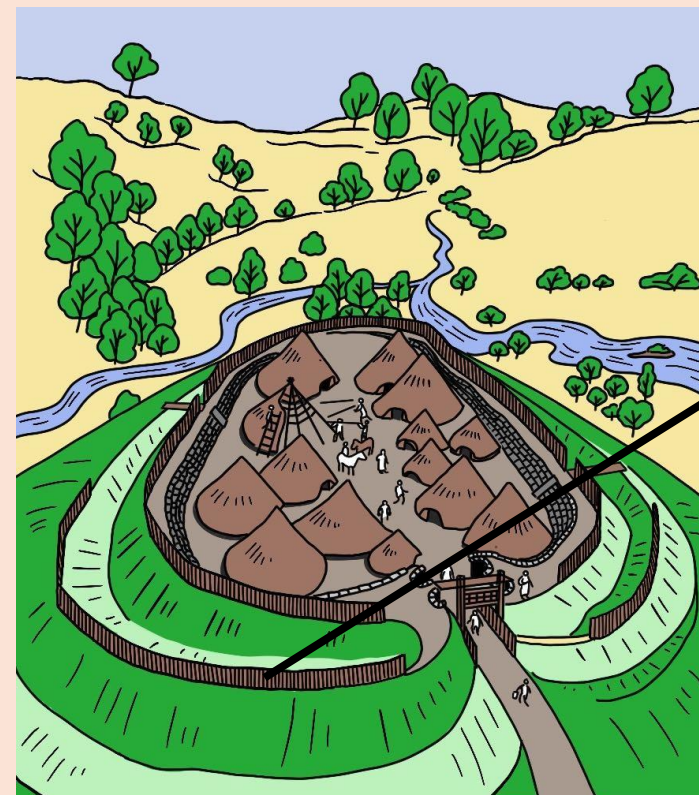
Partner Talk: Why do you think the Celts built their settlements on top of a hill?

During the Iron Age, the Celts began to build **ramparts** around their settlements to enclose them.



Jun

Partner Talk: Why do you think the Celts wanted their settlements to be enclosed?



ramparts

Illustration of a **hillfort**

Historians are unsure whether the **hillforts** were built for protection or to look impressive.

Maybe it was both!



Andeep

The **hillfort** would also be really well protected by all those **ramparts**!

I think **hillforts** look like very impressive settlements! And being high up on a hill would help the Celts spot potential enemies!



Sofia

wattle and
daub process
being used

roundhouses

wooden
ramparts

straw roof

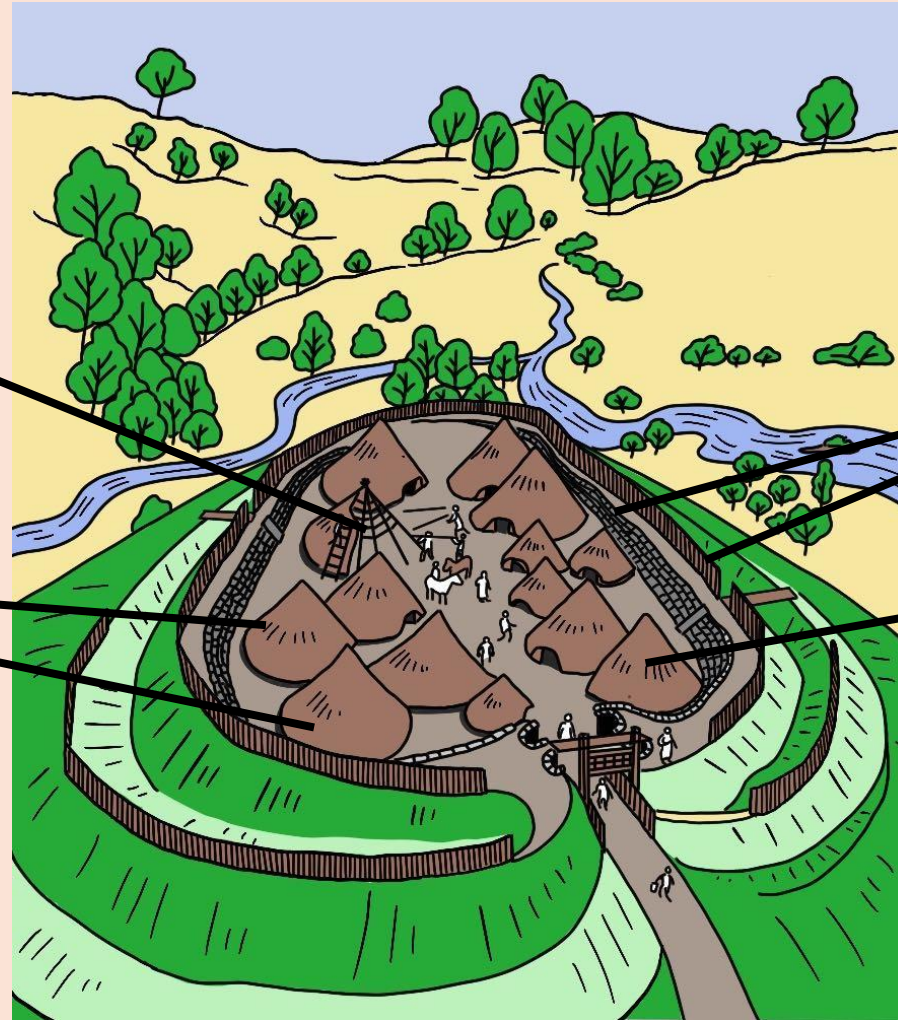


Illustration of a **hillfort**

Label the picture of a **hillfort**.

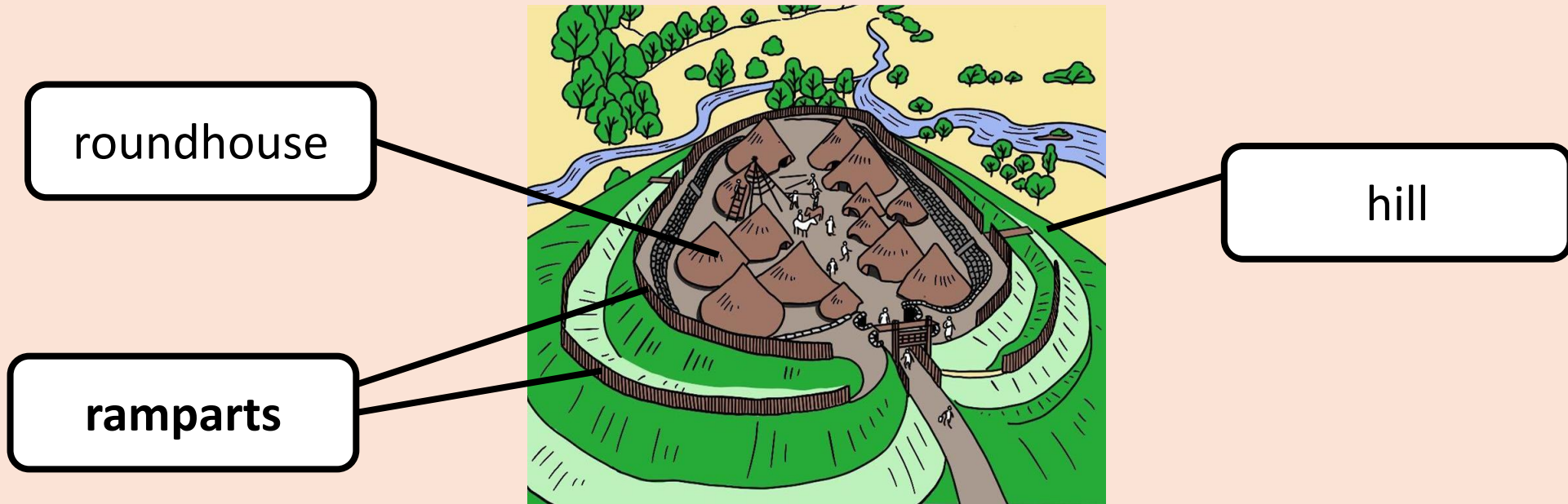


Illustration of a **hillfort**

hill

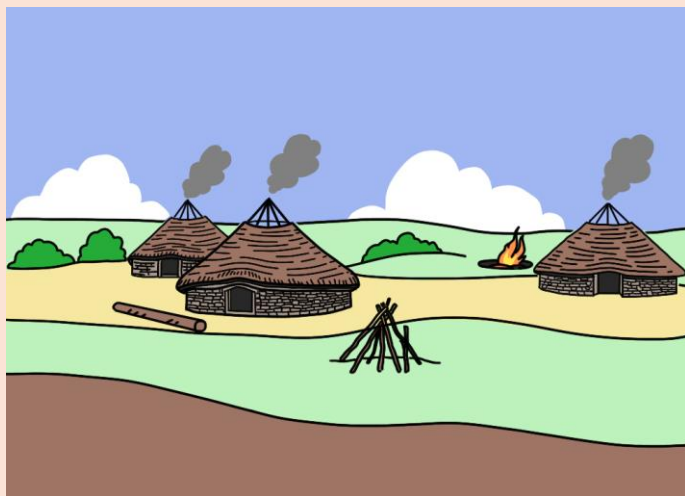
ramparts

roundhouse

Describe how settlements changed during the Iron Age.

Use the following words in your answer:

larger, farmland, **hillfort**, **ramparts**, enclosed



Reconstruction of an early Iron Age settlement

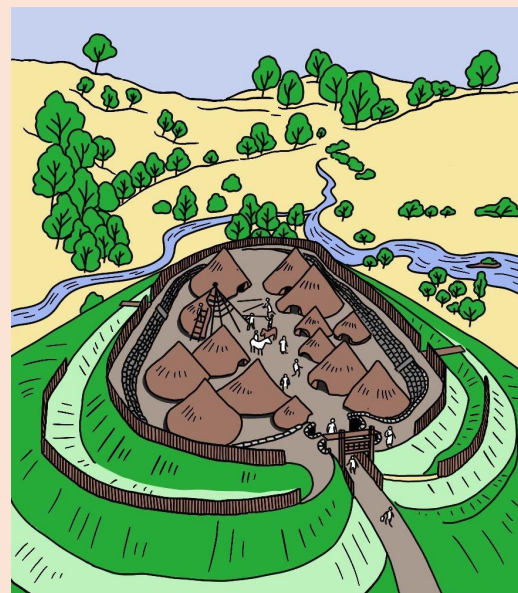
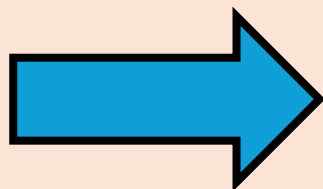


Illustration of a later Iron Age settlement

At Castell Henllys in Wales, archaeologists have reconstructed an Iron Age settlement on the site of a **hillfort**.



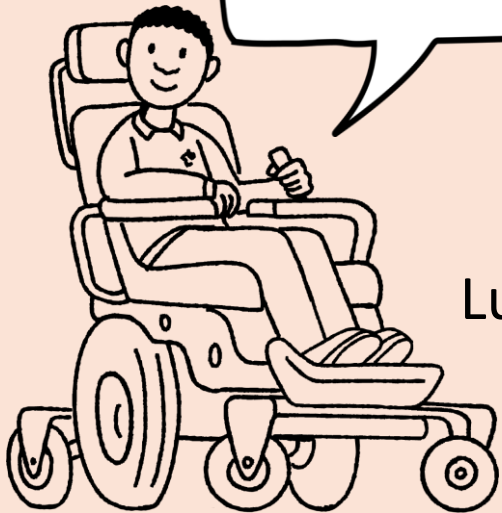
Photo of a reconstructed roundhouse at Castell Henllys

Visitors to Castell Henllys can learn about what it would have been like to live in an Iron Age **hillfort**!



Sofia

Archaeologists have found lots of artefacts at **hillfort** sites like Castell Henllys, that give them clues about life in a **hillfort**.



Lucas

Something that archaeologists have found a lot of is **pottery**! But how did the Celts make so much **pottery**?



Laura

There is evidence that the potter's wheel was invented nearly 5,000 years ago!

However, it was not until the Iron Age that the potter's wheel was widely used in Britain.



Aisha

How do you think the potter's wheel works?



Image of a potter's wheel

Monday 19th October

KQ: Can I describe some of the changes that took place in settlements and trade during the Iron Age?



Explanation



Play on mute



The potter's wheel allowed a great range of quality **pottery** to be made, such as plates, bowls, cups, vases and pots.



Photo of **pottery** examples

With the potter's wheel more **pottery** could be made and surplus could be traded!



Izzy

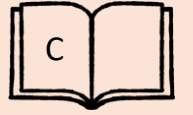


Photo of Iron Age coins

Archaeologists have discovered coins from the Iron Age.

Wow! Those coins look amazing!
What were they made from?

Alex

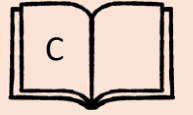


They were made from gold,
silver and bronze!

Lucas



What do you think they would be
used for?



The Celts began to use coins to buy and sell things. People had never used coins before!

Previously they would have swapped goods, for example, wheat for apples.



Jun

Imagine going to the supermarket and swapping things instead of paying with money!



Photo of Iron Age gold coins

Monday 19th October

KQ: Can I describe some of the changes that took place in settlements and trade during the Iron Age?



Check

Can you change this sentence so it is correct?

The introduction of the potter's wheel changed Iron Age trade as it meant people began to put a set price on goods.

Monday 19th October

KQ: Can I describe some of the changes that took place in settlements and trade during the Iron Age?



Check

Can you change this sentence so it is correct?

The introduction of **coins** changed Iron Age trade as it meant people began to put a set price on goods.

Choose **one** item.

Explain how it changed trade during the Iron Age.

Coins



Potter's wheel

KQ: Can I describe some of the changes that took place in settlements and trade during the Iron Age?

ge?



Feedback

Choose **one** item.

Explain how it changed trade during the Iron Age.



Coins

During the Iron Age people began to use coins to buy and sell things. This changed trade as it was a totally new idea! Before people would have swapped items for different items. It also meant that people put a set price on goods instead of exchanging them for similar items.

Choose **one** item.

Explain how it changed trade during the Iron Age.



Potter's wheel

During the Iron Age, people began to use the potter's wheel to make **pottery**. The potter's wheel meant higher quality **pottery** could be made and more quickly than before. People could trade surplus **pottery** they made which gave people new opportunities.

Summary

Changing settlements and trade in Iron Age Britain

Settlements became much larger during the Iron Age.

The Celts began to build settlements, called **hillforts**, on top of hills, instead of next to farmland. We can still see the **earthworks** of some **hillforts** today.

The potter's wheel began to be widely used to make **pottery** in Britain. Surplus **pottery** could be traded which gave people new opportunities.

The Celts also began to use coins to trade, this was a new concept as previously they exchanged similar value goods.

lundi 19 octobre

TBAT: consolidate knowledge from the unit.

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

Speaking Exercise

Can you say any of the following in French?

Hi!

My name is _____.

I am fine.

I am not great.

So-so.

Listening Exercise

From the PowerPoint slide write the five different numbers between 1 and 10 you hear spoken.

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Reading Exercise

Can you draw a line from any of the following words to the correct colour?

r o u g e



v e r t



j a u n e



o r a n g e



b l e u



Writing Exercise

Can you write any of the following in French?

Hello!

What is your name?

How are you?

Goodbye!

See you later!

Word
Bank

rouge, orange, blanc, gris, vert, violet, jaune, bleu, marron, noir, bonjour !, ça va ?, ça va bien, comme ci, comme ça, je m'appelle, salut !, ça va mal, comment t'appelles-tu ?, à plus tard !, au revoir !.