

Tuesday 6th October 2026

06.10.26

Morning Challenge



MATHS STARTER

Total Tuesday

How many ways can
you make the total

250

Try to use a mixture of $+$ $-$ $\times$ $\div$

Tuesday 6th October 2026

Close reading

How has the author made the reader feel confused, like Sophie?

What does the word **repulsant** tell us about the snozzcumber?

Snozzcumbers

'But if you don't eat people like all the others,' Sophie said, 'then what *do* you live on?'

'That is a squelching tricky problem around here,' the BFG answered. 'In this sloshflunking Giant Country, happy eats like pineapples and pigwinkles is simply not growing. Nothing is growing except for one extremely icky-poo vegetable. It is called the snozzcumber.'

'The snozzcumber!' cried Sophie. 'There's no such thing.'

The BFG looked at Sophie and smiled, showing about twenty of his square white teeth. 'Yesterday,' he said, 'we was not believing in giants, was we? Today we is not believing in snozzcumbers. Just because we happen not to have actually *seen* something with our own two little winkles, we think it is not existing. What about for instance the great squizzly scotch-hopper?'

'I beg your pardon?' Sophie said.

'And the humplecrimp?'

'What's that?' Sophie said.

'And the wraprascal?'

'The what?' Sophie said.

'And the crumpscoddle?'

'Are they animals?' Sophie asked.

'They is *common* animals,' said the BFG contemptuously. 'I is not a very know-all giant myself, but it seems to me that you is an absolutely know-nothing human bean. Your brain is full of rotten-wool.'

'You mean cotton-wool,' Sophie said.

'What I mean and what I say is two different things,' the BFG announced rather grandly. 'I will now show you a snozzcumber.'

The BFG flung open a massive cupboard and took out the weirdest-looking thing Sophie had ever seen. It was about half as long again as an ordinary man but was much thicker. It was as thick around its girth as a perambulator. It was black with white stripes along its length. And it was covered all over with coarse knobbls.

'Here is the **repulsant** snozzcumber!' cried the BFG, waving it about. 'I squoggle it! I mispise it! I dispunge it! But because I is refusing to gobble up human beans like the other giants, I must spend my life guzzling up icky-poo snozzcumbers instead. If I don't, I will be nothing but skin and groans.'

'You mean skin and *bones*,' Sophie said.

Why do you think Roald Dahl invented words such as *snozzcumber*?

Thursday 6th October 2026

Close reading

'I *know* it is bones,' the BFG said. 'But please understand that I cannot be helping it if I sometimes is saying things a little squiggly. I is trying my very best all the time.' The Big Friendly Giant looked suddenly so forlorn that Sophie got quite upset.

'I'm sorry,' she said. 'I didn't mean to be rude.'

'There never was any schools to teach me talking in Giant Country,' the BFG said sadly.

'But couldn't your mother have taught you?' Sophie asked.

'My *mother!*' cried the BFG. 'Giants don't have mothers! Surely you is knowing *that*.'

'I did *not* know that,' Sophie said.

'Whoever heard of a *woman* giant!' shouted the BFG, waving the snozzcumber around his head like a lasso. 'There never was a woman giant! And there never will be one. Giants is always men!'

Sophie felt herself getting a little muddled. 'In that case,' she said, 'how were you born?'

'Giants isn't born,' the BFG answered. 'Giants *appears* and that's all there is to it. They simply *appears*, the same way as the sun and the stars.'

'And when did you appear?' Sophie asked.

'Now how on earth could I be knowing a thing like that?' said the BFG. 'It was so long ago I couldn't count.'



Why do you think Sophie is getting a little muddled?

How does this revelation change your opinion of the BFG?

06.10.26

Times tables

**6 times
tables**

**3 minutes to
complete!**

Complete the sequences.

- a) 6, 12, ____, 24, ____, 36
- b) 42, ____, 54, ____, 66, 72
- c) 84, 78, ____, 66, ____, 54
- d) ____, 24, ____, 36, 42, _____
- e) 36, 30, 24, ____, ____, _____

Complete the number grid.

1	2	3	4	5		7	8	9	10
11		13	14	15	16	17		19	20
21	22	23		25	26	27	28	29	
31	32	33	34	35		37	38	39	40
41		43	44	45	46	47		49	50
51	52	53		55	56	57	58	59	
61	62	63	64	65		67	68	69	70
71		73	74	75	76	77		79	80
81	82	83		85	86	87	88	89	
91	92	93	94	95		97	98	99	100
101		103	104	105	106	107		109	110

06.10.26

TBAT: measure in centimetres and metres.

3 in 3

1) How many mm are there in 2 cm?

2) $872 + 92 =$

3) $5 \times 60 =$

Challenge

1) $73 \times 11 =$

2) $1000 - 823 =$

06.10.26

TBAT: measure in centimetres and metres.

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

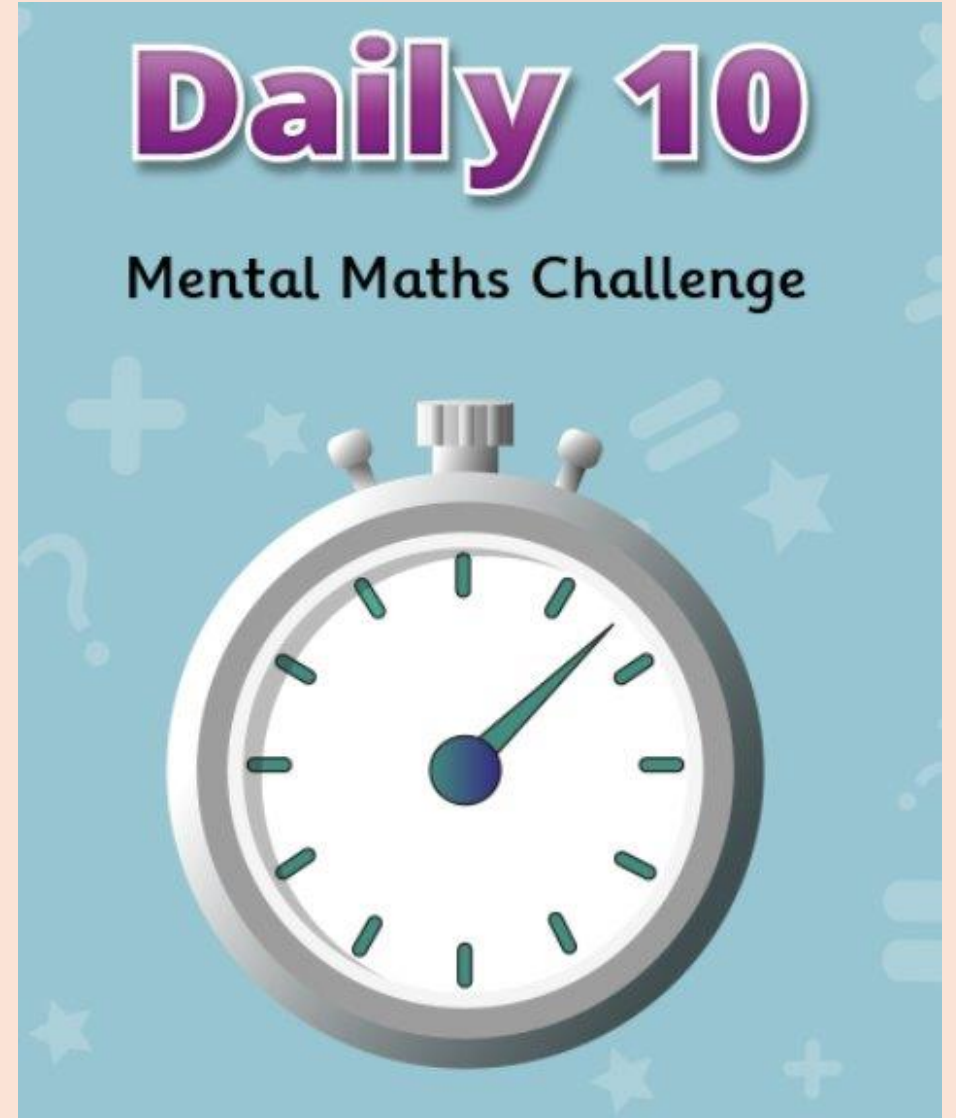
Level 4- 6 times tables

Key Vocabulary

metres

centimetres

millimetres



06.10.26

TBAT: measure in centimetres and metres.

You do

Centimetre = cm

Metre = m

How do I write 'two centimetres'?

How do I write 'four metres'?

06.10.26

TBAT: measure in centimetres and metres.

You do

Partner talk

How many cm are in 1m?

There are 100cm in 1m

06.10.26

TBAT: measure in centimetres and metres.

You do

Turn and talk

$$1\text{m} = 100\text{cm}$$

$$3\text{m} = \underline{\hspace{2cm}} \text{cm}$$

$$5\text{m} = \underline{\hspace{2cm}} \underline{\hspace{2cm}}$$

$$6\text{m} = \underline{\hspace{2cm}} \underline{\hspace{2cm}}$$

$$10\text{m} = \underline{\hspace{2cm}} \underline{\hspace{2cm}}$$

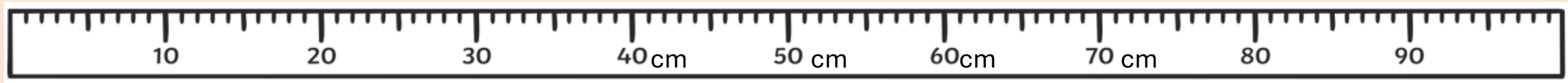
Challenge:

$$1.2\text{m} = \underline{\hspace{2cm}} \text{cm}$$

06.10.26

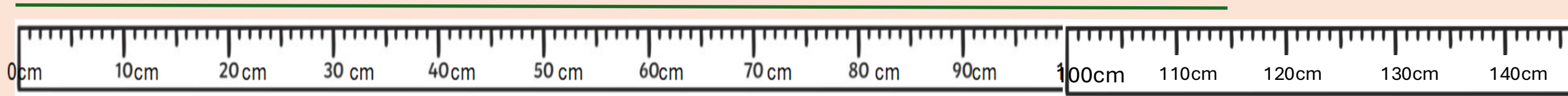
TBAT: measure in centimetres and metres.

On a measuring tape or metre stick, there are cm
and mm.

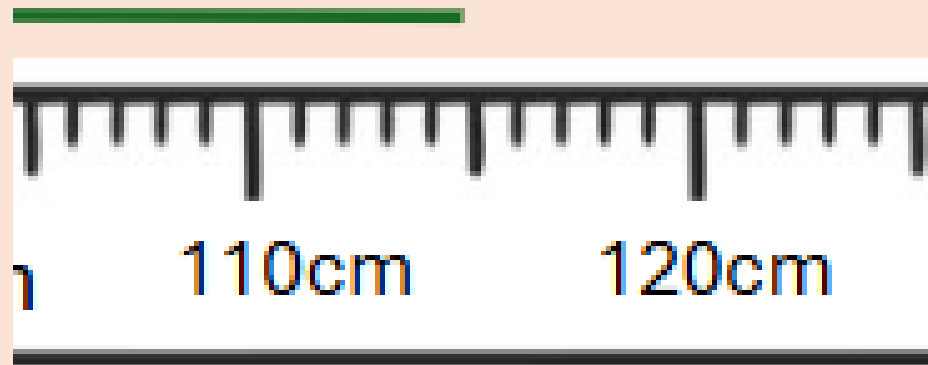


Measurements often fall in between metres and centimetres.
Therefore, we have to measure in m and cm.

If we look at this line, we can see that it starts at 0 and ends between 110cm and 120cm.



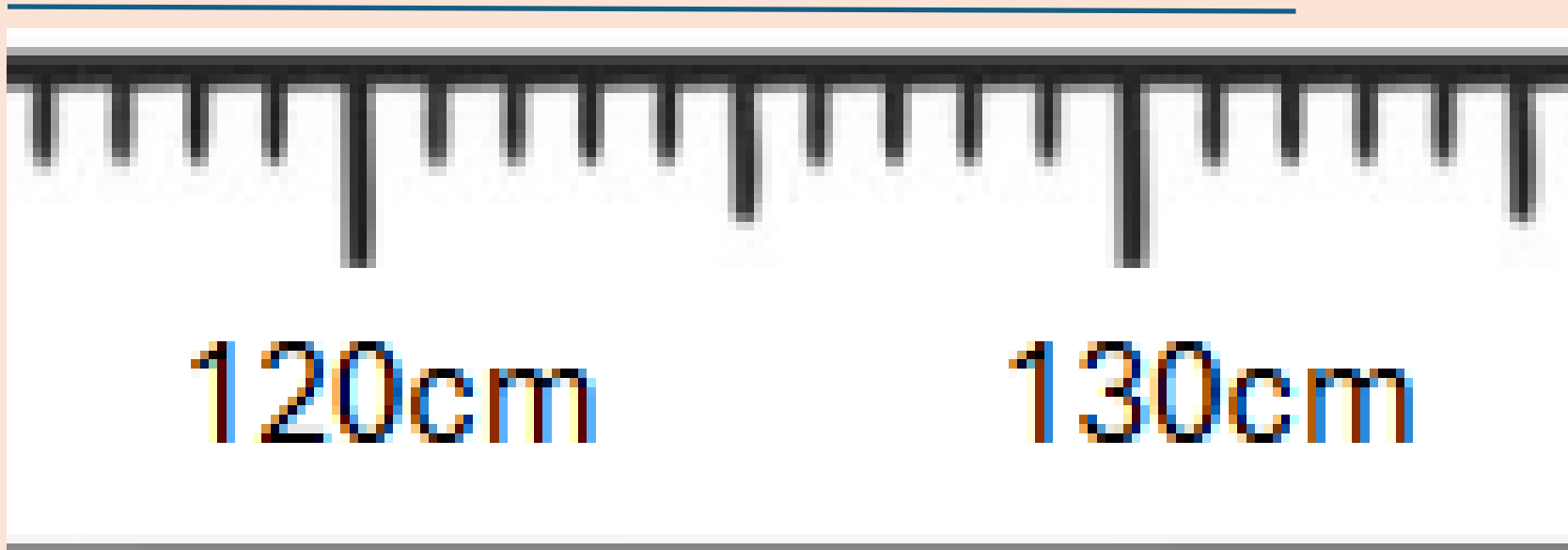
We need to look at the centimetre in which the line has passed. You need to round to the nearest cm (do not use mm).



**115cm =
1m and 15cm**

What is the measurement for the blue line?

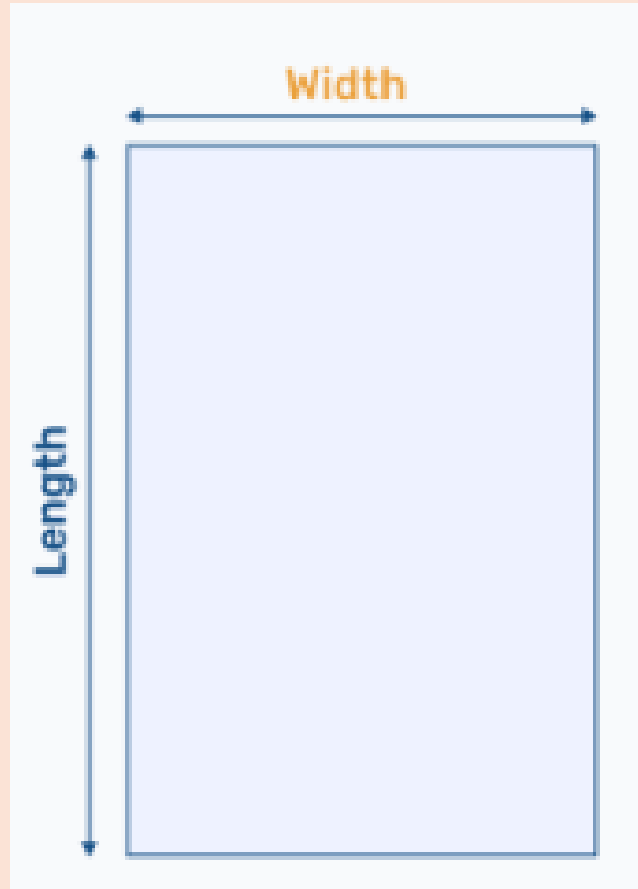
You do



_____ m
_____ cm

Challenge: 104m =
_____m, _____cm

We need to measure in length and width, using both m and cm



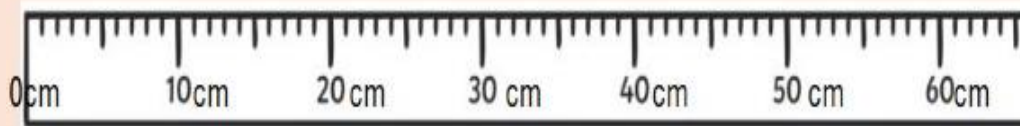
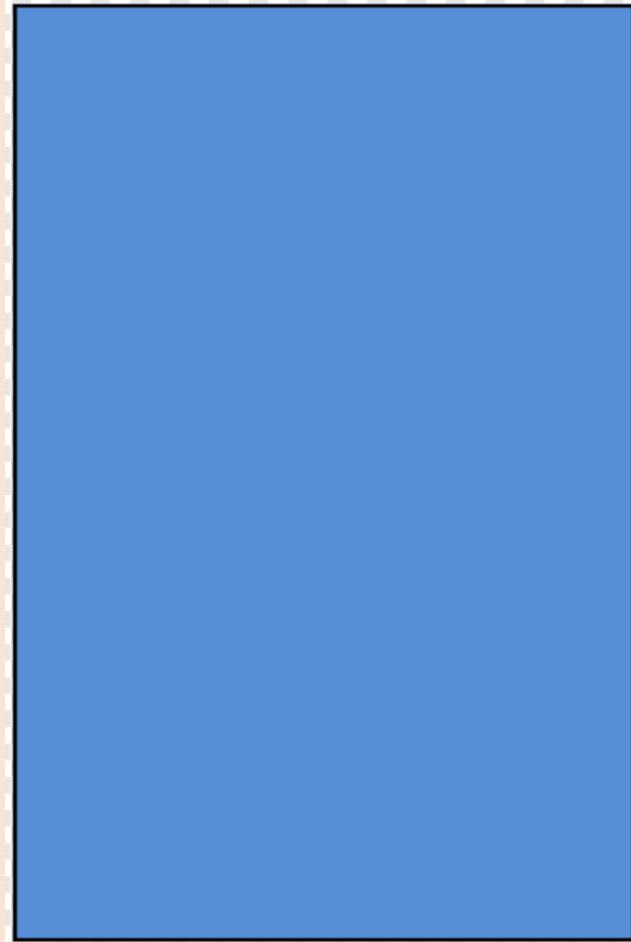
Length – How long something is

Width – How wide something is

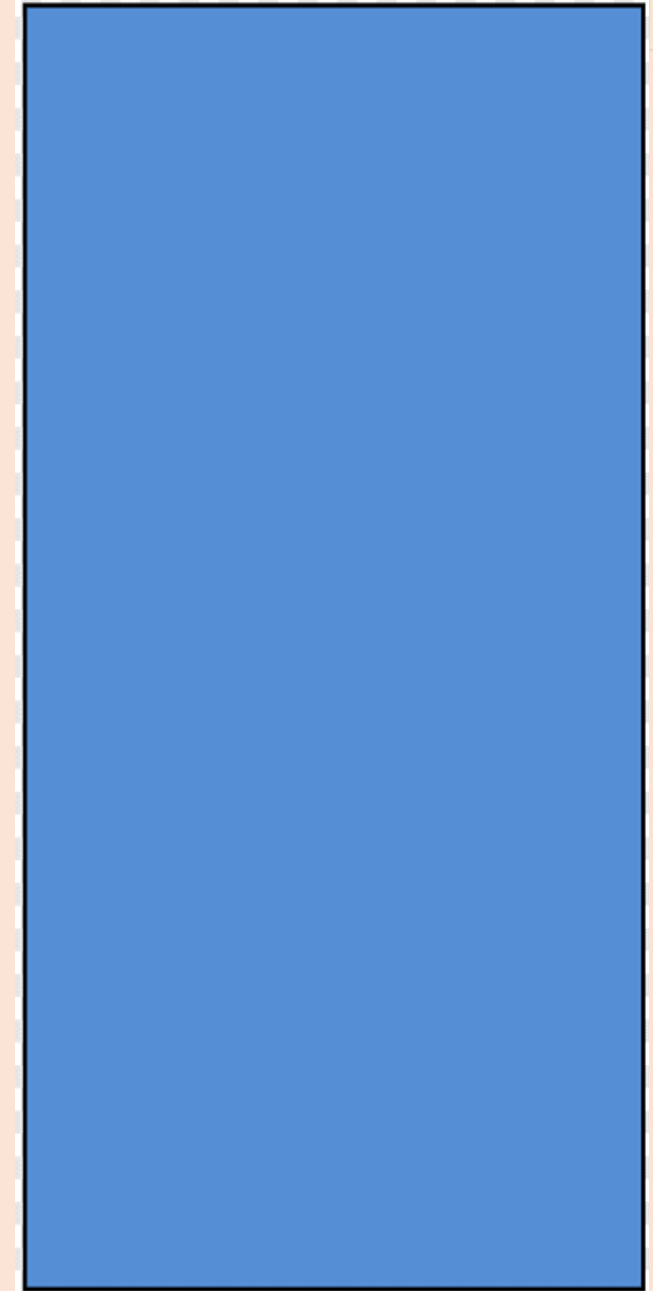
Measure the length and width of the table

We do

Width



Length

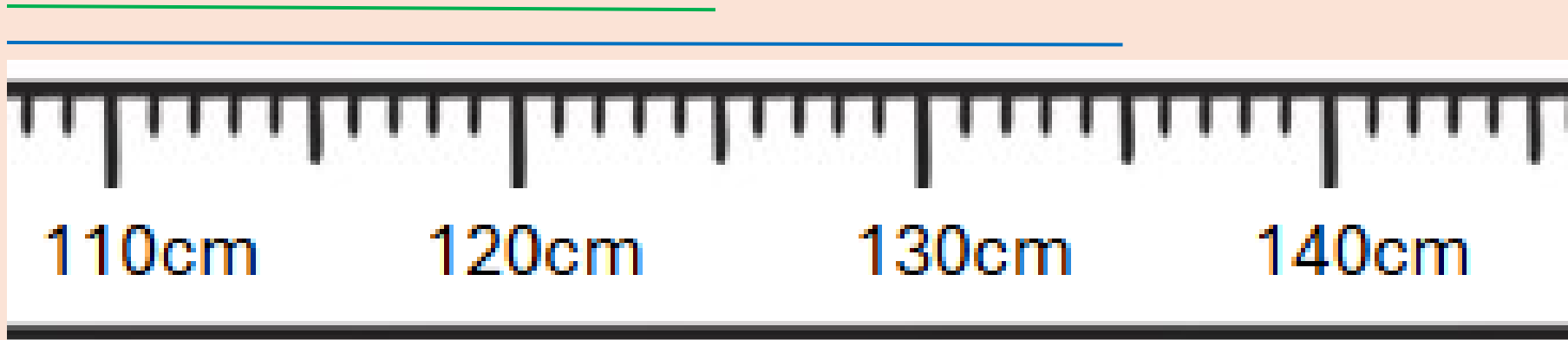


Blue/green

Answer the following questions in your book.

You do

Measure the length of the line



Challenge: Convert 14m into cm

Independent

Object	Measurement in m/cm LENGTH	Measurement in m/cm WIDTH
Flip chart		
Teacher's desk		
Chair		
Yellow bin		
Fan		

Challenge

Lucy measured two tables:

Table A: 240 cm

Table B: 342 cm

Question:

What is the total length of both tables together?

Write your answer in **metres** and **centimetres**.

Mastery challenge

3) Kay used three different digit cards to create two equivalent lengths. Which three digit cards could he have used?

I have used three even digits less than 8.



cm and 2 mm = 2 mm

RP: Tom is measuring two classroom walls.
Wall A = 3m long.
Wall B = 290cm long.
Tom is stuck. He says:
“I don’t know which wall is longer”
Show your workings to prove which wall is the longest.

Greater Depth mastery

Arjun is measuring the length of a rope.
The rope is 3.5 meters long.
He wants to know how many centimeters that is, so he can label it correctly.
How many centimeters is 3.5 meters?

Tuesday 6th October 2026

TBAT: add adjectives to nouns to create expanded noun phrases.

1. Which sentence is written in **Standard English**?

Tick **one**

I were talking to the teacher.

1

I was talking to the teacher.

2

The teacher were listening.

3

They was talking to the teacher.

4

3. Tick all the sentences that contain an **adverb**.

He hit the coconut hard.

1

Dana arrived at school in the wrong uniform.

2

He walked back to class slowly.

3

Callie has a blue, pink and red pencil.

4

2. Write the missing **punctuation mark** to complete the sentence below.

May I bother you to move seats

Challenge

Rewrite the following sentence using Standard English:

I ain't tired.

Tuesday 6th October 2026

TBAT: add adjectives to nouns to create expanded noun phrases.

Blue- What is an expanded noun phrase?

Green- Why would you use an expanded noun phrase?

Challenge- Give an example of an expanded noun phrase in a sentence.

Tuesday 6th October 2026

TBAT: add adjectives to nouns to create expanded noun phrases.

A **noun phrase** is a phrase which contains at least a determiner and a noun. For example: the boy or some apples

An **expanded noun phrase** can include modifying adjectives, nouns, adverbs and prepositional phrases. For example: the tall man with brown hair

Tuesday 6th October 2026

TBAT: add adjectives to nouns to create expanded noun phrases.

Talk partners

What are the noun phrases in the sentences below?

I visited **the doctor** because I felt ill.

She ate a crunchy, green apple for **her lunch**.

The family caught a huge fish on **the fishing trip**.

A noun phrase always includes a determiner and a noun. It can also include adjectives to describe the noun.

Tuesday 6th October 2026

TBAT: add adjectives to nouns to create expanded noun phrases.

Whiteboards

Using the adjectives in the word bank, improve the sentence below in two different ways.

new	best	tiny
brown	energetic	shiny

James enjoyed riding his bike and playing with his puppy.

For example, James enjoyed riding his new bike and playing with his tiny puppy. (One **adjective** to describe each noun.)

Tuesday 6th October 2026

TBAT: add adjectives to nouns to create expanded noun phrases.

Noun phrases and expanded noun phrases modify the noun to give the reader more information about each noun.

Susie won a race.

We know what Susie won because of the noun phrase. However, we do not know what type of race it was. We can use an adjective to give the reader more information.

Susie won a tough race.

Adding the adjective 'tough' turns the noun phrase into an expanded noun phrase. We now also know more about the noun 'race'.

Tuesday 6th October 2026

TBAT: add adjectives to nouns to create expanded noun phrases.

We can help the reader visualise nouns by being specific with our use of adjectives. Here are some examples using the same sentence as before:

Susie won a long, tough race.

In this sentence, we have added the adjective 'long' to the expanded noun phrase.

We now understand that the race Susie won was both tough and long because of the adjectives we have used.

Susie won a long, tough cycling race.

Lastly, we added in the type of race to the expanded noun phrase. By using two adjectives and expanding on the noun, we now know exactly what type of race Susie won.

Tuesday 6th October 2026

TBAT: add adjectives to nouns to create expanded noun phrases.

Talk partners

Identify the sentence which has not used an expanded noun phrase.

1. Gina made a tangy, gooey cheese sandwich for lunch.
2. The ginormous crocodile snapped at the boat.
3. Sami wore his uniform today.
4. My class was awarded the golden trophy for best attendance this year.

The sentence which does not contain an expanded noun phrase is 'Sami wore his uniform'. There is a noun phrase in the sentence 'his uniform' but it has not been expanded using any adjectives.

Task:

Look at the sentences below. The noun phrases are very short. Improve each sentence by expanding the noun phrase.

Top tip – find the noun in each sentence and add adjectives to describe.

For example, The bird flew onto the tree.

The golden, exotic bird flew onto the tall coconut tree.

1. The car drove down the road.
2. The woman climbed the mountain.
3. There was a spider climbing up the wall.
4. The child swam in the sea.
5. The dog chased the cat.

Challenge

Write your own sentence about The Tunnel using at least two expanded noun phrases.

Tuesday 6th October 2026

TBAT: learn our harvest song

Blue: What is harvest?

Green: When does harvest commence?

Challenge: List 5 foods that are harvested.



[Harvest Song \(George Ezra Shotgun Backing\)](#)

Tuesday 6th October 2026

TBAT: learn our harvest song

Blue: What is harvest?

Green: When does harvest commence?

Challenge: List 5 foods that are harvested.

Cauliflowers



Fluffy



Cauliflowers Fluffy | Paintbox | Vegetable | Harvest | Kids
Song | Made by Red Cat Reading

Tuesday 6th October 2026

TBAT: accompany a major tonality song with a melodic ostinato.

Keywords

beat	the playing or showing of the steady pulse, like the ticking of a clock	
texture	the combination of different layers of sounds	
melodic ostinato	a repeating musical pattern that uses notes of differing pitch	
accompaniment	a musical part that supports the main melody or chant	
major pentachord	the first five notes of the major scale: do, re, mi, fa, so	

Blue – Show me the sign for do.

Green – Show me the sign for me.

Challenge – Can you show me all of the signs?

do, re , mi, fa, so, la, ti, do

Warm up

These songs and games will help us warm up further. They help us move our bodies and use our voices in different ways.



Elevator



Dipidu



Oh When the Saints

Are you ready for music?



Jacob

My body feels relaxed.
My throat feels warm.
My mind is alert.





The songs Why Shouldn't my Goose and Do You Know the Muffin Man? are **partner songs** meaning we can sing them together, in two groups, at the same time.

Sing Why Shouldn't my Goose,
listening to how it is layered over its
partner song.

Tap a steady **beat** as you sing.



beat



Why shouldn't my goose,
Sing as well as your goose?
When I paid for my goose,
Twice as much as yours!



Aisha



When we sing **partner songs** we are adding layers and creating a thicker **texture**.

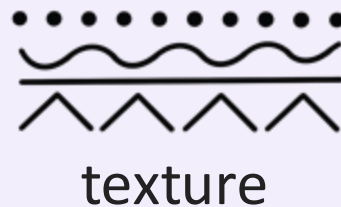
adding



It is important to keep the steady sense of **pulse** to ensure we are singing and playing together.



Singing in a **round** is another way to create a thicker **texture**.



We are now going to create a **melodic ostinato** to **accompany** our **major** tonality song, Why Shouldn't my Goose.

A **melodic ostinato** is a repeated musical pattern high and low pitches to create its pattern.



Can you identify the **melodic ostinato**?



You can hear the notes moving between low, high, middle, high in a pattern of four.



ostinato



Jun

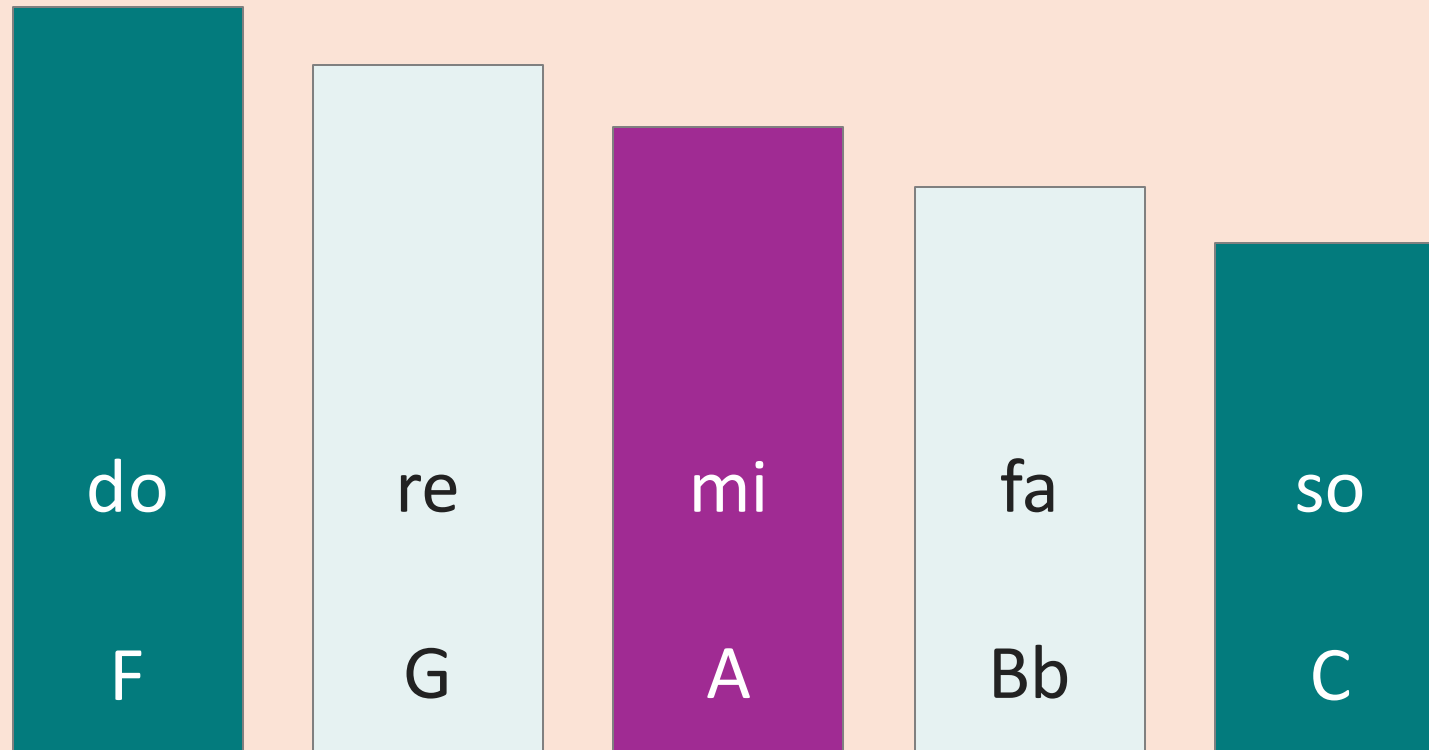
To create a **melodic ostinato**, we are going to use pitched percussion instruments, and the notes **do**, **mi** and **so** from the **major pentachord**.

For this song:

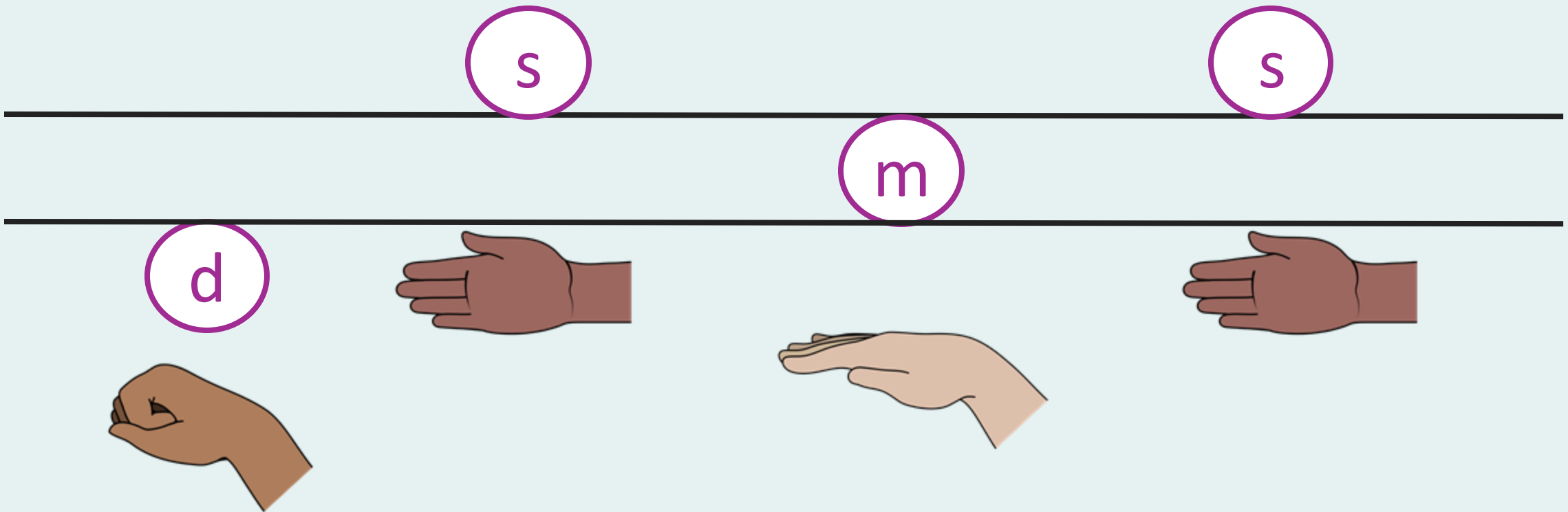
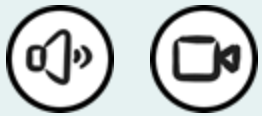
do is F

mi is A

so is C



Sing the Solfège and use your hand signs to learn this **melodic ostinato**. It follows the steady **beat**.



06.10.26

Handwriting – size, proportion and spacing

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

Join 1

ic

historic

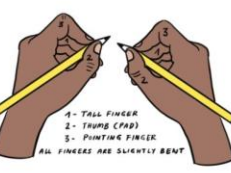
Join 2

ist

chemist

Handwriting warm-up

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



- sit on a chair at a table
- feet flat on the floor
- back against the chair
- angle your paper correctly
- non-writing hand supports
- hold your pencil in the tripod grip

1- THUMB (PAD)
2- INDEX FINGER
3- MIDDLE FINGER
4- RING FINGER
5- PINKY FINGER
ALL FINGERS ARE SLIGHTLY BENT



Tuesday 6th October 2026

TBAT: construct a 3D architectural model using shapes, design ideas and building techniques.

Keywords

3D	a shape or object with height, width and depth
model	a small-scale version of a structure used to test or present a design
structure	the parts of a building that hold it up and give it shape
stability	how well a structure stands without falling or wobbling
join	to connect two parts together using tape, glue, folds or tabs



Which shapes do you notice when looking at architecture from around the world?

What ideas could you borrow for your own **3D model** design?



Architectural **model**

A model is a small-scale version of a structure used to test or present a design.

Talk partners

Why do you think that architects create **models** for their designs?

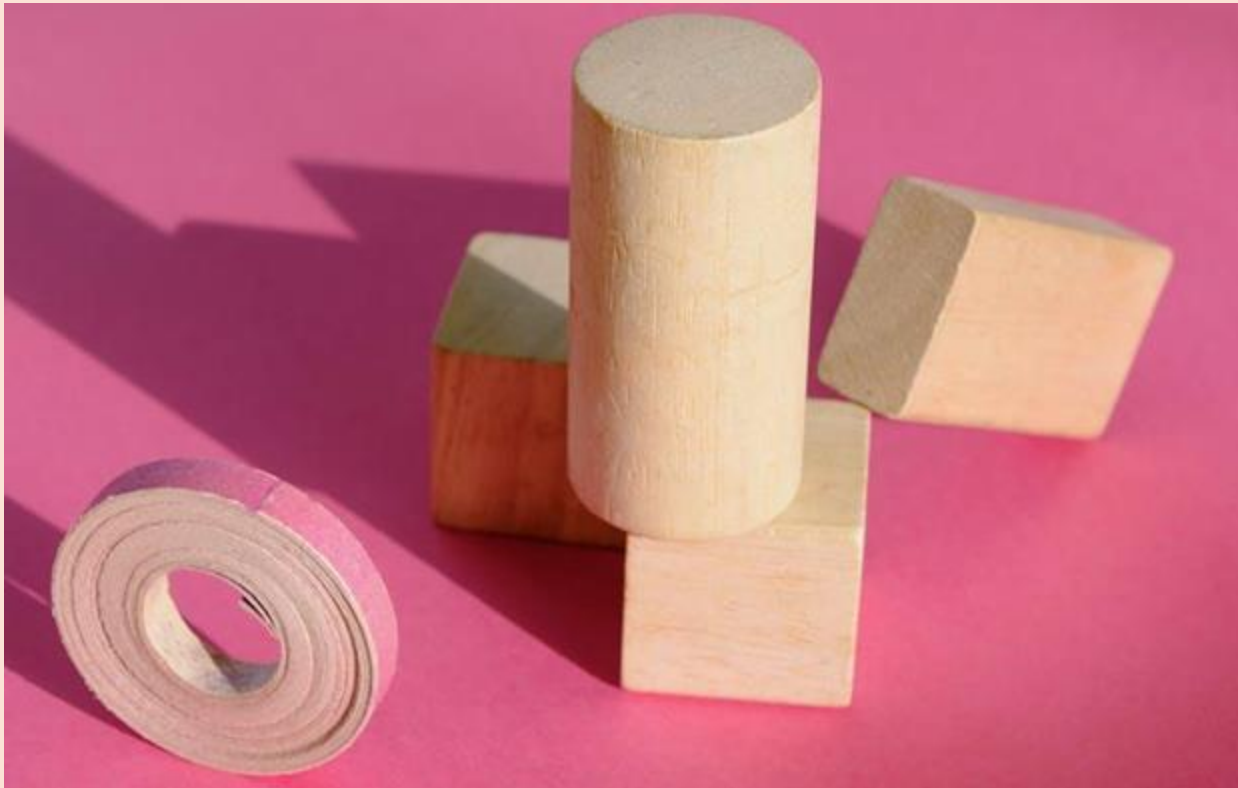


Architect making a **model**

Architects build and use small **models** to test and share their ideas before building real **structures**.

Models help spot problems early and show what the final building might look like.

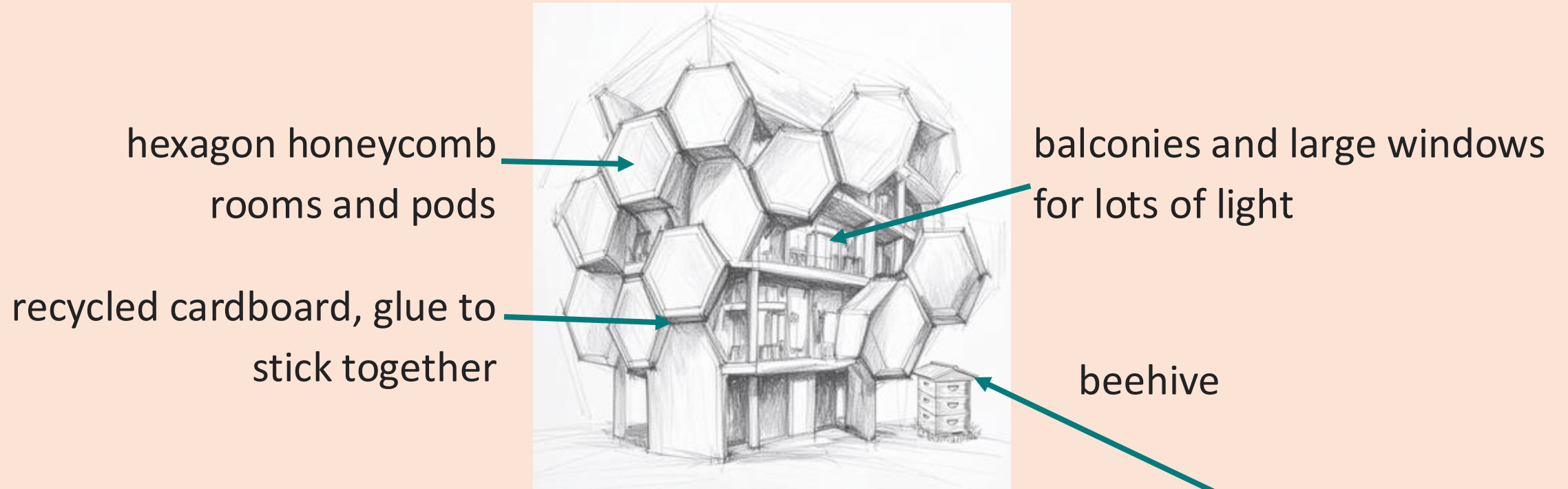
Buildings are often made from **3D** shapes like cubes, cuboids and cylinders.



3D shapes

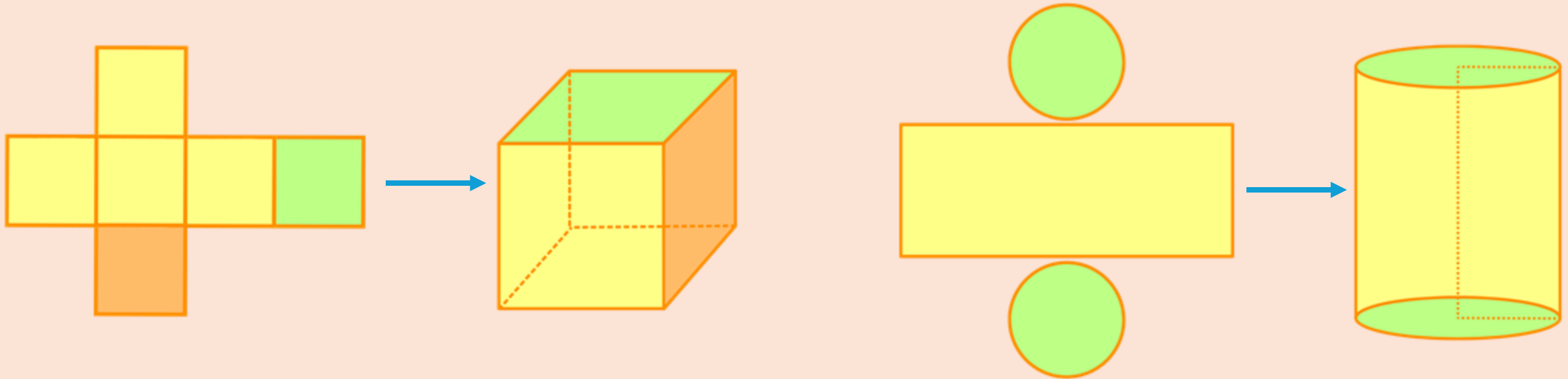
We can make these shapes out of card and recycled materials to make a **model** which represents our architectural design.

Having a layout plan, design sketch and labels or notes about your **model** will help guide the process of making your design.

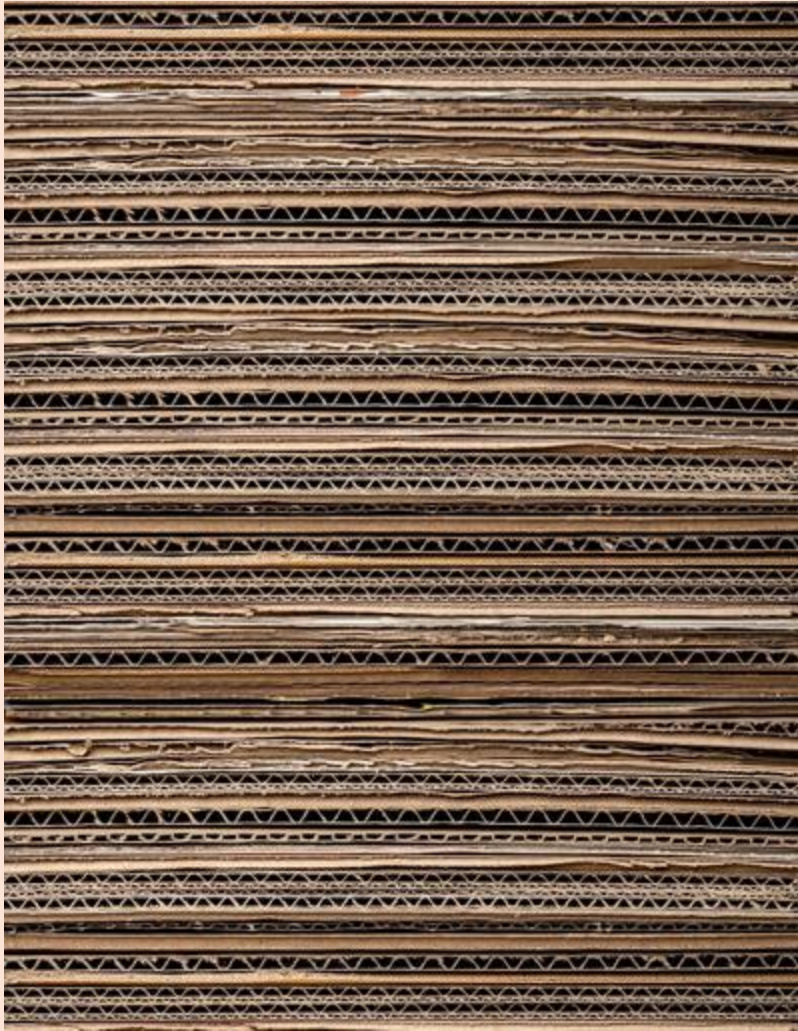


Make sure you have these close to hand, and refer back to them to keep your **3D model** on track.

Shape templates, also known as **nets**, can be used to create **3D** forms.



Use 2D **nets** to fold and build **3D** shapes like cubes and cylinders by folding and **joining** them together.



Stack of cardboard

The thickness or thinness of your card will change how strong and **stable** your **structures** are.

Use thick card for the big **structures** in your **model** and use thinner card for smaller details.

Working in your groups, make sure your plan shows the shapes you will need to begin making the basic **structures** and shapes for your **3D model**.



Izzy

We started making different **structures** for our **model** using shape nets for cylinders, adding bases by gluing and taping them in place.



Tuesday 6th October

TBAT: use space effectively to create shooting opportunities.

You have 4 MINUTES to get changed into your full PE kit – **silently!**

1st- receive 5 marbles

2nd- receive 4 marbles

3rd- receive 3 marbles

4th- receive 2 marbles

5th- receive 1 marble

4 min timer

[4 Minute Timer with Relaxing
Chillpop Music | Gentle Focus
Timer for Classroom](#)

Please collect the marbles from your own classroom.

Tuesday 6th October

TBAT: use space effectively to create shooting opportunities.

Success Criteria

- Move close to the scoring line before shooting.
- Point your hand where you want the ball to go.
 - Use steps to build momentum and power.

Whole Child Objectives

Social: To work co-operatively with others to manage a game.

Emotional: To play honestly within the rules.

Thinking: To identify which space to move to.



Drive shot



Key Points

- Throwing arm back and high, elbow high.
- Transfer weight from back to front foot and follow through with hand pointing at target.



Bounce pass



Key Points

- Ball is thrown from chest height.
- Step forward.
- Push the ball towards the floor.
- Aim for it to bounce two-thirds of the way between you and your target.



Chest pass



Key Points

- Two-handed pass that comes from the chest.
- Hands are placed behind the ball in a W shape.
- Elbows in.
- Step into the pass.
- Hands finish pointing at the target.

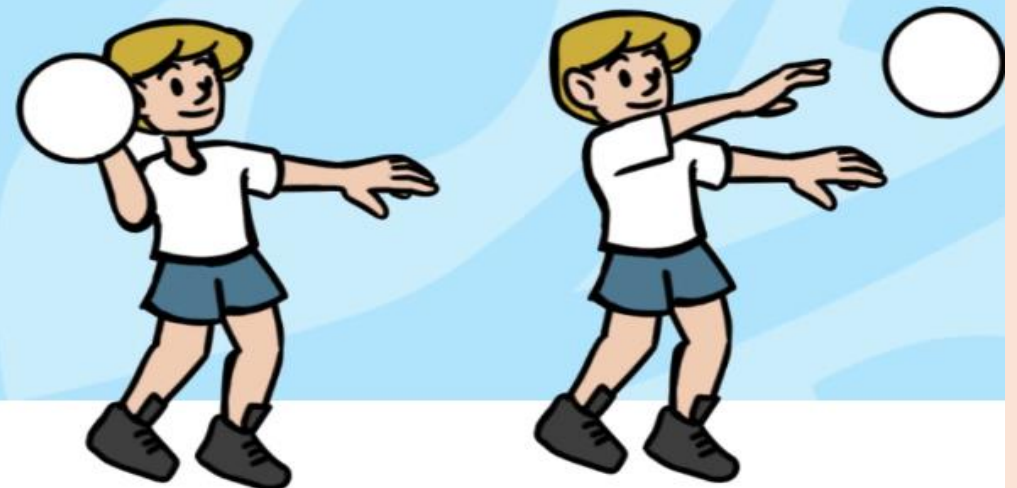


Shoulder pass



Key Points

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



Get Set 4
Education