

Circle the vowels.

b a f
s d i
e o m
p t u

Tick the correct spelling of the word below

☐

favorite

☐

favorit

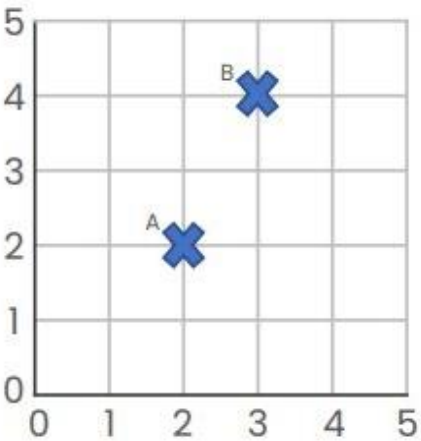
☐

favourite

☐

favrit

Describe the translation of A to B.



Underline the two nouns in each sentence below.

The girl stood confidently on the stage.

The big cushions made the room feel snug.

He had enjoyed the adventure because it had been full of excitement.

Tuesday 6th October
Reading - close reading

Interminably

together, right? Promise? Love you, Oona.” That’s more or less how I’d ramble on to her.

Above all I always wanted to remind her that I loved her. I’d try to remember to tell her that last thing at night before I went off to sleep. Mum had always told me the same thing at bedtime; Dad too, when he was home. I always loved them saying it. And now it comforted me to be saying it to Oona each night, helped me to put the past behind me, and to come to terms with my new life in the jungle with Oona.

Of course I didn’t expect any kind of response from her to anything I’d said. I did think sometimes, that an occasional, ‘Love you too,’ would have been nice. But it never happened. There was one time though, when she did reply, in a sort of a way, in a most surprising way actually. I’d just said my ‘goodnight, love you’, when she let out one of the longest, loudest farts I had ever heard in all my life. I’d known her long enough by now to know she was a frequent farter, but this particular one was truly the most magnificent fart of all farts, and musical too, one that seemed to go on and on interminably. I could hear my own giggling echoing through the trees



long after I’d finished. I remember I’d always giggled with Bart and Tonk and Charlie when someone let off in school assembly, even when we knew we’d get into trouble with Big Mac. I don’t know why, but when it came to farts I was a helpless giggler, I could never stop myself. Now out here in the jungle there was no need to stop myself, no Big Mac to keep me in at playtime.

There wasn’t any real need to stop myself either when my laughter turned to tears, as it so often had done since I’d been in the jungle with Oona. I could tell it upset her when I cried, so I did my best not to. I promised her so often that I wouldn’t cry again, but it was a promise I was still struggling to keep. I went on promising her all the same, because I knew that one day if I promised it often enough, it would help me to make it happen. “I’m not going to cry, Oona.” I’d hold her trunk between my hands, close my eyes, and tell her yet again. “I’m not going to think of them. I mean it this time. I really mean it. I promise. I promise. I promise.”

Every night during those early times with Oona, I tried to keep that promise, and there were many nights when I failed. There were no weeks and months for me



Tuesday 6th October
Reading - close reading

Inaccessible

Teacher model

What does "welling up" suggest?

What does "dwarfed" mean here?

What does the word **lurking** tell us about the dangers of the jungle?

any more, not in this place, only days, and the long long nights. Whenever I saw a glimpse of the moon through the trees above, I'd think about where I'd seen it before, through the window at home, out camping with Dad. It was these nights I hated most, for it was then that, however much I tried, the old griefs would come welling up inside me again. All I could do then was give myself up to tears. In some strange way though, I found the discomfort of having to sleep rough in the jungle each night did help to distract me from the sadnesses I was trying so hard to forget. In the first place, I had to concentrate all my mind on making myself comfortable, on collecting and piling up a bed of leaves to lie on, always close enough to Oona, but not so close that I'd have to share her flies.

I had learned from bitter experience by now that the damp of the ant-infested, leech-infested forest floor was no place to spend a night. So I did spend a lot of time and trouble every night making myself a substantial nest of leaves, preferably off the damp of the forest floor, on some nearby rock if possible. But even so, I could never get to sleep easily. I couldn't forget the jungle



around me, what dangers might be lurking, even though Oona was right there nearby to protect me.

But on some nights all these fears, and even my grief, were dwarfed by the constant battle I fought with the insects that came alive in the dark, and whirled and hummed and buzzed about me. However much I slapped and swiped at them, they just kept on coming back to have another go at me. Sooner or later, I knew, despite all my best efforts to make my bed inaccessible to ants and leeches, they would find me out, creep up my legs and feed on me whether I was awake or asleep.

And then there was the din.

I should have been used by now to the sounds of the jungle at night, but the howling and screeching and hooting, all the endless racket of crickets and frogs would not let me sleep. Lying there, I often longed for the silence of the nights on the farm in Devon, when I'd been camping out with Dad. There I might have heard the occasional bark of a distant fox, or perhaps the hooting of a pair of owls calling to one another over the fields, but that was all I'd had to cope



Tuesday 6th October
Reading - close reading: Vocabulary

1. What does the word **comforted** mean in the sentence:
"it comforted me to be saying it to Oona each night"

- A) Frightened
- B) Reassured and helped
- C) Confused
- D) Surprised

2. The author writes: *"the most magnificent fart of all farts"*
What does the word **magnificent** suggest?

- A) Tiny and quiet
- B) Unpleasant and scary
- C) Impressive and remarkable
- D) Short and weak

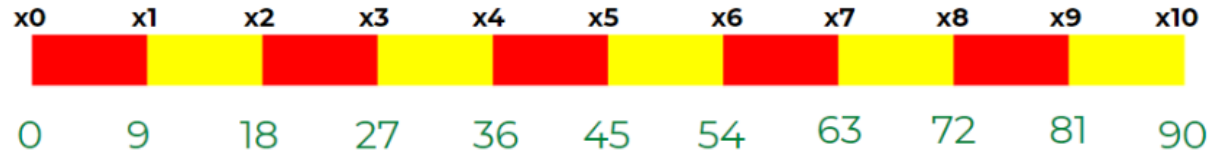
3. What does **interminably** mean in this sentence? *"one that seemed to go on and on interminably"*

- A) Quickly
- B) Loudly
- C) Unexpectedly
- D) Forever or for a very long time

Write the multiples of 9 on the hundred square.

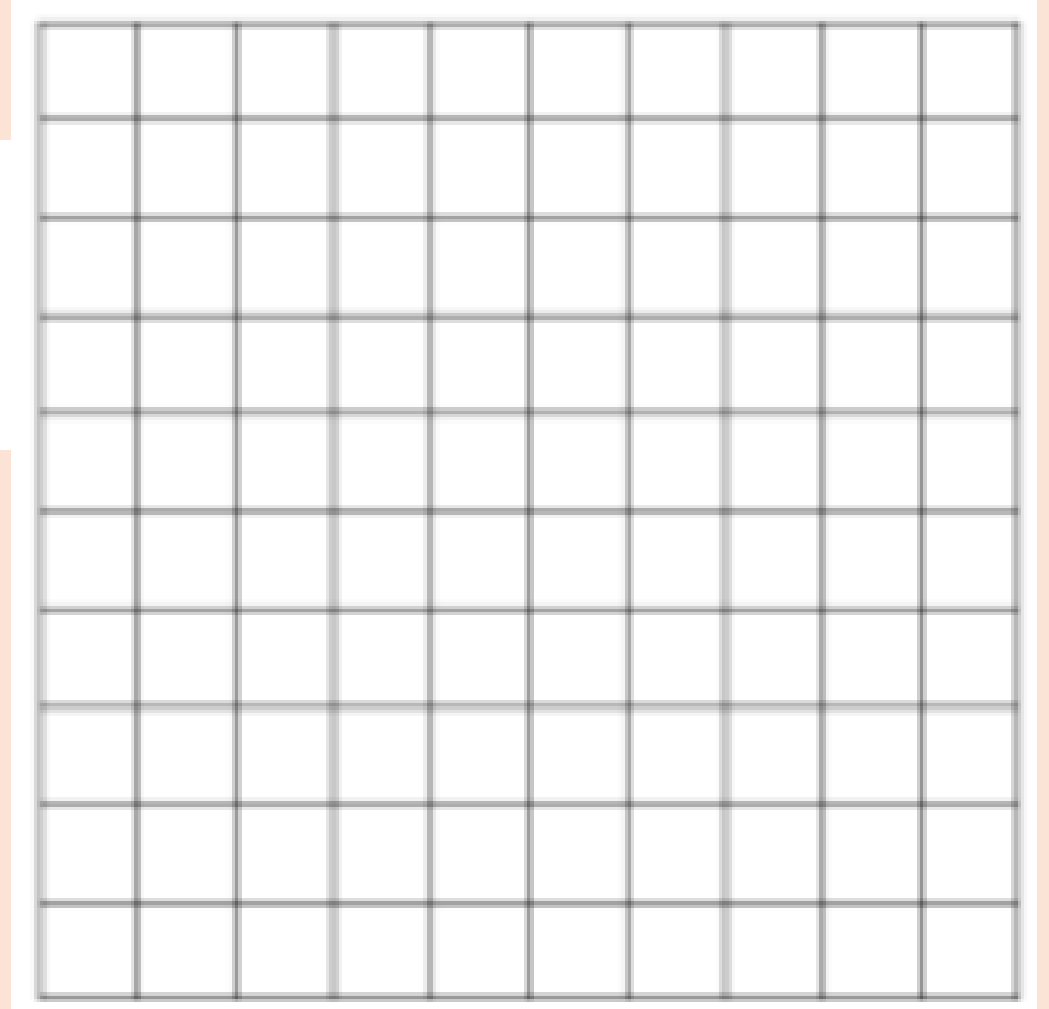
What do you notice about the 9 times table?

Do you spot any patterns?



What do you notice?

Do you notice any patterns?



06.10.26

TBAT- convert between mm, cm and m.

3 in 3

$$\begin{array}{rcl} 3) 15 : 55 & = & ___ : ___ ___ \\ 21 : 10 & = & ___ : ___ ___ \end{array}$$

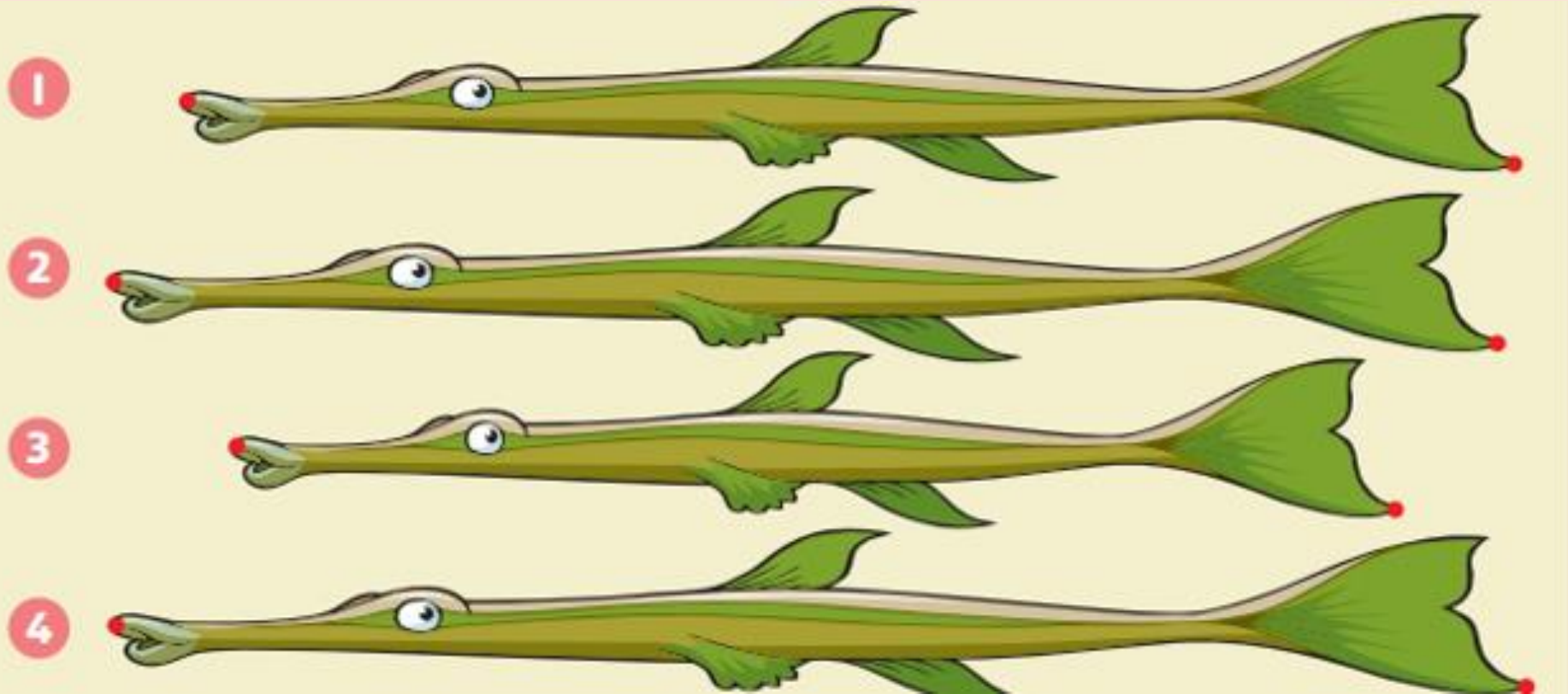
$$1) 340 \text{ cm} < > 340 \text{ mm}$$

$$2) 20 \times 4 =$$

$$\text{Challenge: } 0.567 \times ? = 5.67$$

Write the measurements in mm and cm.

Blue



Green

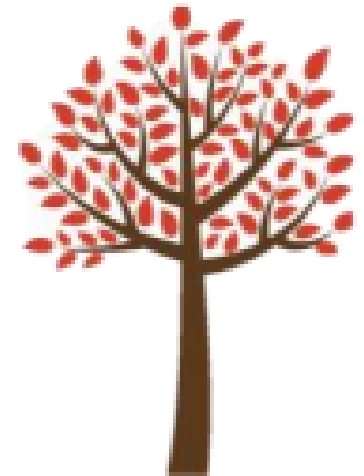
Which is bigger, 35cm or 146mm?

Talk partners:

m



mm



cm



$$70 \text{ mm} = \underline{\hspace{1cm}} \text{ cm}$$

$$4 \text{ cm} = \underline{\hspace{1cm}} \text{ mm}$$

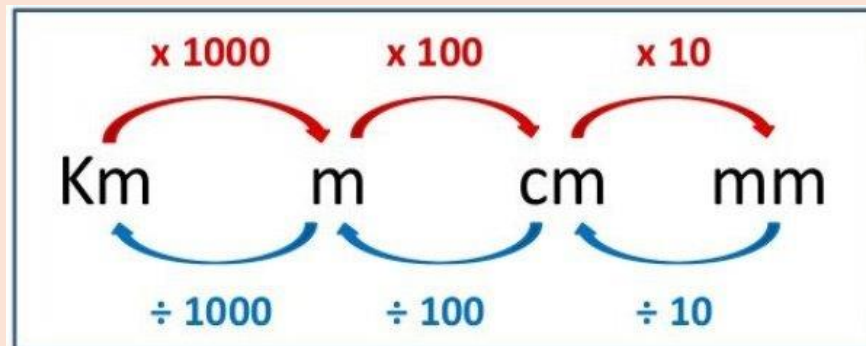
$$9 \text{ cm} = \underline{\hspace{1cm}} \text{ mm}$$

$$40 \text{ mm} = \underline{\hspace{1cm}} \text{ cm}$$

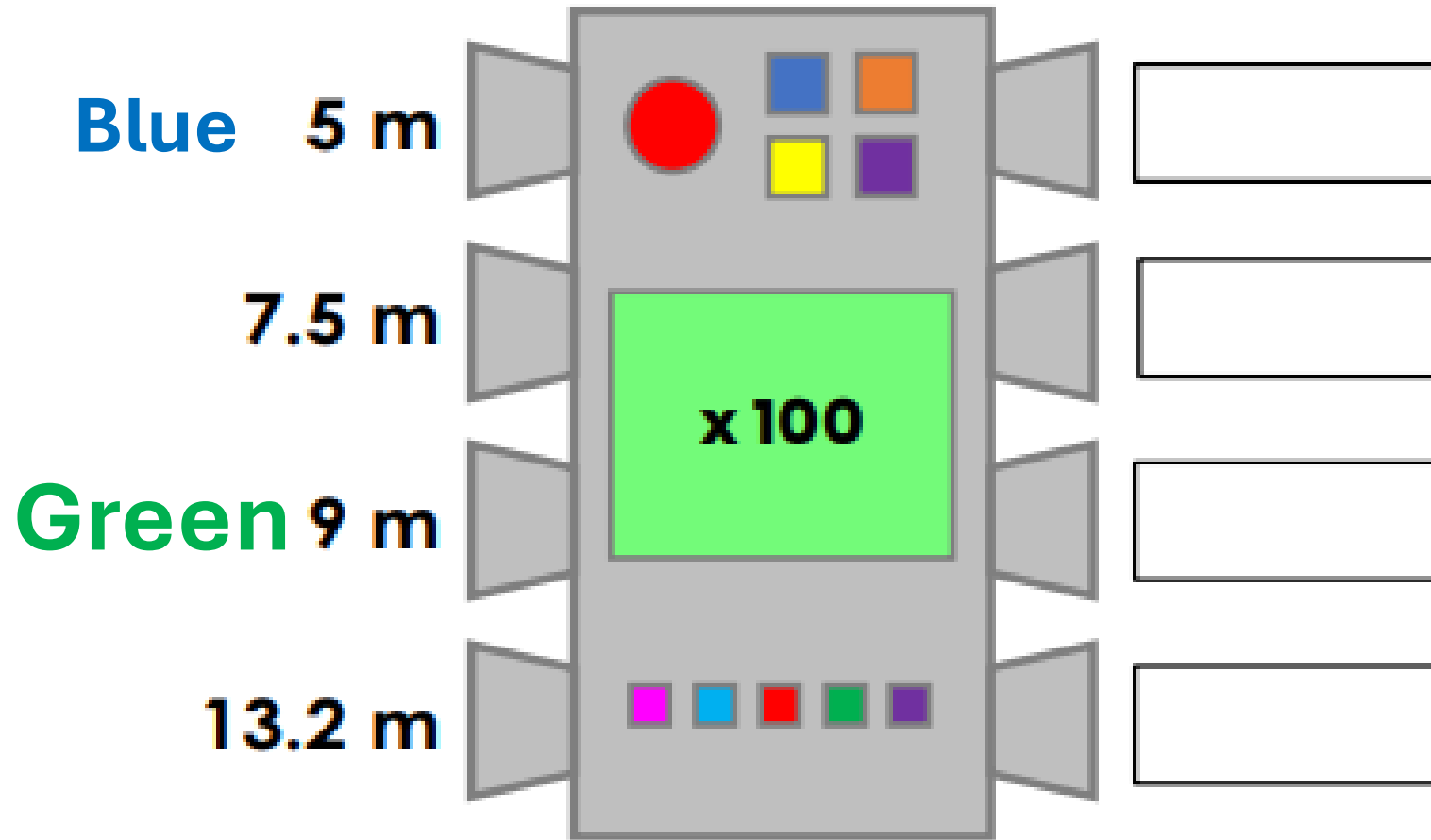
Challenge: $5.5 \text{ cm} < \underline{\hspace{1cm}} \text{ mm} < 8 \text{ cm}$

‘**centi**metre’ means there are **100** cm in 1 m
m ‘**milli**metre’ means there are 1,000 mm in 1 m.

When converting cm to m, we will multiply by ?
When converting mm to m, we will multiply by?



2b. Use the function machine below to convert m into cm.



What mistake has been made?

$$10\text{m} = 100\text{cm}$$

1a. Pete is converting 59 mm to cm.

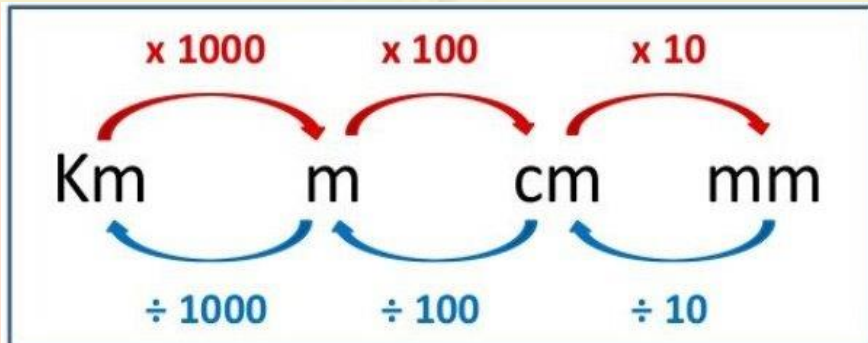
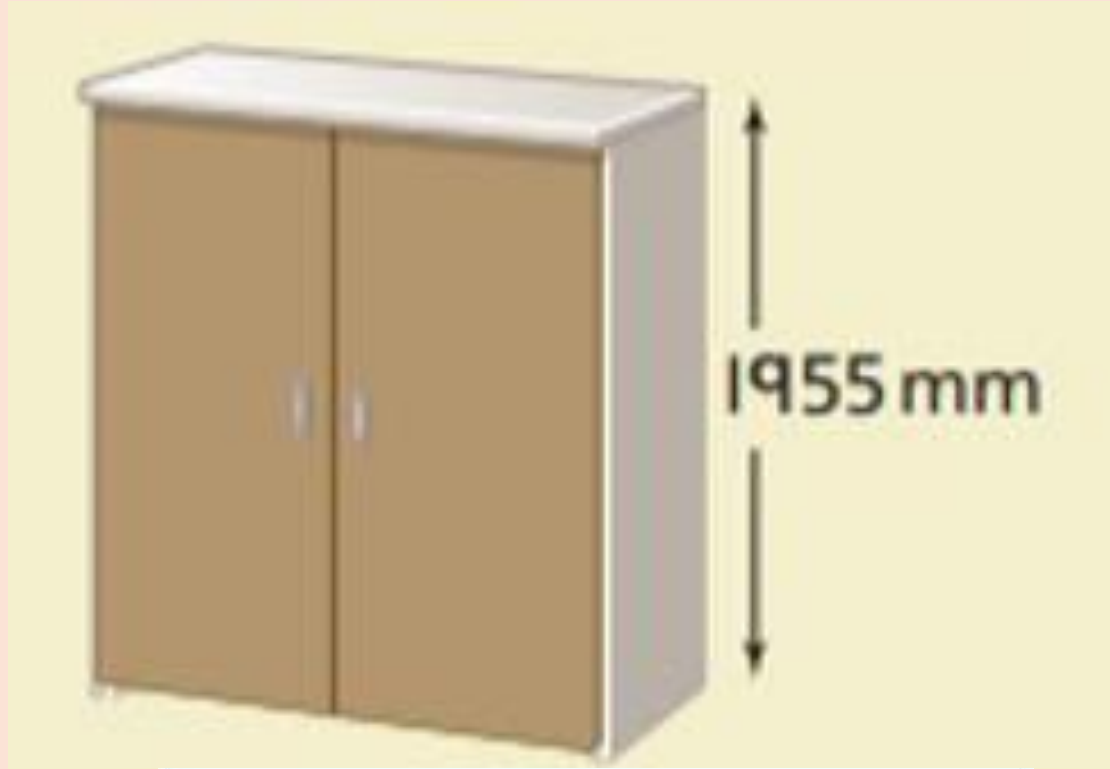
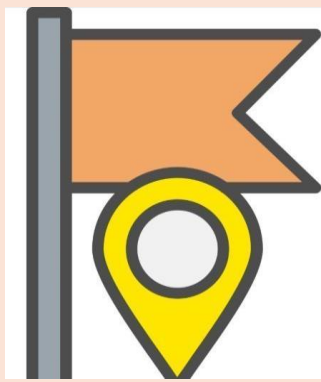


**I divide 59 by 100
because 'centi-'
means 100, so the
answer is 0.59 cm.**

**Is he correct?
Prove it.**

Checkpoint Question

1,955mm = _____cm = _____m



Amy wants to buy a new bed, she needs to measure the space to check it will fit. Will she measure in mm, cm or m?

Independent: Record the measurements: mm, cm and m.



What are the three errors?

340 mm > 43 cm
29 cm = 209 mm
2.1 = 210 cm

RP

1a. Pete is converting 59 mm to cm.



I divide 59 by 100 because 'centi-' means 100, so the answer is 0.59 cm.

Is he correct?
Prove it.

Draw the table in your books and sort the measurements.

16 mm

4 m

930 mm

62 cm

320 mm

0.3 m

> 60 cm	< 60 cm

Challenge:

A stack of eight identical boxes measures 4.8 m. Some of the boxes are removed and the stack is now 180 cm high. How many boxes were removed?

Mastery: Create a step-by-step guide to teach Year 4 how to solve this problem.

9,300 cm

12 m

103 mm

243 mm

$9\frac{1}{2}$ cm

8.6 m

< 800 mm	> 800 mm

Tuesday 6th October

TBAT: recognise and use modal verbs.

3 in 3

Tick the **relative pronoun** that correctly completes the sentence below.

I made a cake for my friend Mez, _____ helped me move house.

Tick **one**

who ☐

which ☐

whose ☐

that ☐

Tick the sentence that contains two **adverbs**.

Tick **one**

Everyone waved and shouted goodbye. ☐

Earlier, the winning choir sang beautifully. ☐

The new computer was expensive. ☐

The pens and pencils all fell onto the floor. ☐

Circle the **adverb** in the sentence below.

Yesterday, I made a large cake and shared it with my friends.

Challenge: Create your own sentence using a fronted adverbial.

Tuesday 6th October

TBAT: recognise and use modal verbs.

What is adverb? What is an adverbial phrase?

What is a verb? Give an example.

Explain what is meant by a **modal** verb.

Tuesday 6th October

TBAT: recognise and use modal verbs.

An **adverb** is a type of word that gives more information about a verb.
It can tell you how, when, where, why or how often.
For example: slowly, yesterday, regularly

An **adverbial** is a word or group of words which act as an adverb.
For example: under the bed

A **modal verb** is a type of verb. A modal verb changes and affects the verbs in a sentence by expressing a degree of possibility or obligation, or indicating ability or permission.
For example: it might rain, it will rain, it must rain



Tuesday 6th October

TBAT: recognise and use modal verbs.

An **adverb** is a word which modifies or gives more information about a verb.

For example:

The car drove **quickly** down the street.

Alfie bounced **happily** on the trampoline.

Yesterday, Lucille walked to school.



Tuesday 6th October

TBAT: recognise and use modal verbs.

An **adverbial** is a group of words which are used as an **adverb** to add extra information to a verb.

For example:

A few days ago, Ben went to the cinema.

Adam kept his bike **in the garage**.

The door banged open **without warning**.



Tuesday 6th October

TBAT: recognise and use modal verbs.

Identify the adverbs and adverbials used in the sentences below.

A. The horse galloped quickly.



B. The children worked in silence.

C. The cat ran across the garden.

D. The police officer suddenly stopped the traffic.

E. Betty lost her purse last night.



Tuesday 6th October

TBAT: recognise and use modal verbs.

Whiteboard work – write the adverbs and adverbials on your whiteboard:

Identify the adverbs and adverbials used in the sentences below.

A. The horse galloped quickly.



B. The children worked in silence.

C. The cat ran across the garden.

D. The police officer suddenly stopped the traffic.

E. Betty lost her purse last night.



Tuesday 6th October

TBAT: recognise and use modal verbs.

A **modal verb** works with another verb to indicate the possibility of the verb happening.

For example:

It **will** rain today. → indicates certainty

It **might** rain today. → indicates possibility



Tuesday 6th October

TBAT: recognise and use modal verbs.

Modal verbs are always placed before another verb and are never used alone.

Modal verbs always have the same spelling no matter what the tense of the sentence is.

Walter **may** **wear** his wellies on the school trip.



modal
verb

verb



Walter **may** **have worn** his wellies on the school trip.



Tuesday 6th October

TBAT: recognise and use modal verbs.

Partner talk:

Identify the modal verb in each sentence below.

A. The TV presenter must speak clearly.



B. Faye should put some sun cream on before going outside.

C. Anderson will play rugby at the weekend.

D. Matt can tell jokes better than Lewis.

Begin to make a list of modal verbs on your whiteboard.

Tuesday 6th October

TBAT: recognise and use modal verbs.

Modal verbs are used in a variety of ways:

- **to express a degree of possibility (e.g. might, could, may, will, would, shall)**
- **to express a degree of obligation (e.g. should, ought to, need to, must)**
- **to express an ability to do something (e.g. can, could)**
- **to express permission (e.g. may, could)**
- **to express something that habitually happened in the past (e.g. used to)**

Tuesday 6th October

TBAT: recognise and use modal verbs.

In books:

A. The dog will / might like to go for a walk. (shows possibility)

B. Pat can / could do a backflip when he was younger. (shows ability)

C. Jess ought to / would brush her teeth before bed. (shows obligation)

D. Lois you may / could not leave the table. (shows permission)

Tuesday 6th October

TBAT: recognise and use modal verbs.

Classwork:

6a. How would changing the modal verb 'will' to 'might' alter the meaning in the sentence below?

The football team will score the winning goal.

Tuesday 6th October

TBAT: recognise and use modal verbs.

Independent:

Rewrite the sentences below to make them more certain.

A. I might go for a walk later.



B. She could paint the fence.

Rewrite the sentences below to make them less certain.

C. Kira shall ride her bike.



D. Nelson won't empty the dustbin.

Tuesday 6th October

TBAT: recognise and use modal verbs.

Challenge:

Libby wants her sentence to show that she is currently able to ice skate very well.



	I love going to the ice rink every Friday
	because I could skate very well.

Has Libby chosen the correct modal verb to convey this?

Explain your answer.

Tuesday 6th October

TBAT: Sing partner songs.

[Lesson Media: Two-part singing: rounds and partner songs | Oak National Academy](#)

Keywords

harmony

the combination of two or more notes
played or sung together, creating a pleasing sound

dynamics

how loud or quiet the music is



unison

the same tune sung or played at the same time

pulse

the regular, steady heartbeat of the music



Tuesday 6th October

TBAT: Sing partner songs.

Lesson Media: Two-part singing: rounds and partner songs | Oak National Academy

Two partner songs together



Check

 Practise singing these two partner songs one at a time, in **unison**.

Fish and chips and vinegar,
Vinegar, vinegar,
Fish and chips and vinegar,
Pepper, pepper, pepper pot.



Sofia

One bottle of pop, two bottles of pop,
Three bottles of pop, four bottles of pop,
Five bottles of pop, six bottles of pop,
Seven bottles of pop. Pop!



Sam

Tuesday 6th October

TBAT: Sing partner songs.

Lesson Media: Two-part singing: rounds and partner songs | Oak National Academy

We can layer Fish and Chips and One Bottle of Pop together to create partner songs.



You can even create body percussion patterns too. Adding body percussion can add a visual layer, as well as an extra layer of sound, and can help you stay in time with your group.

Practise singing this two-part partner song. Make sure you don't sing too loudly, so both parts have balanced **dynamics**.



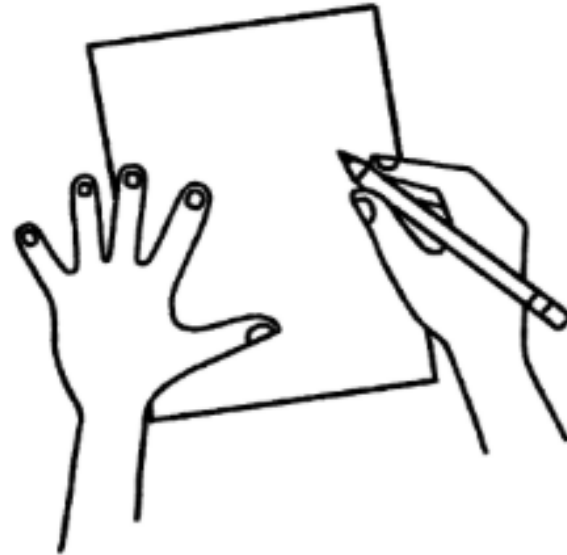
What body percussion will your group choose?



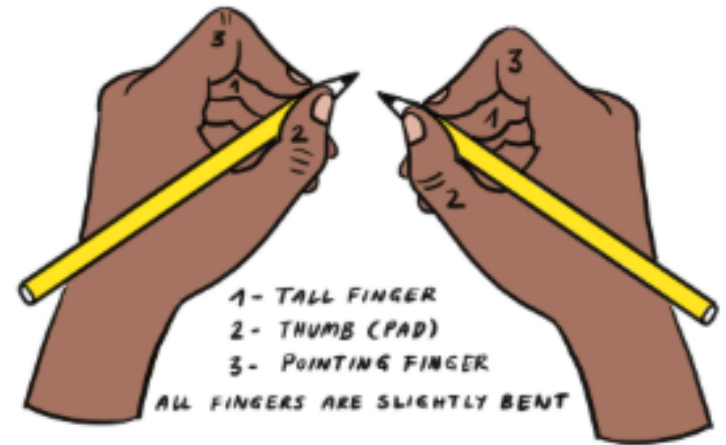
Before we start, what are these pictures reminding you to do?



- 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



wl

of

rt

ok

past

passed

proceed

precede

aisle

Tuesday 6th October

Q: How was Baghdad founded?

3 in 3

The _____ refers to a network of ancient trade routes between China and Europe
Tick **1** correct answer

- ☐ Silk Road
- ☐ Trade Road
- ☐ Tea Road
- ☐ Silk Highway

Why was the Silk Road important to the Umayyad Caliphate? Tick **3** correct answers

- ☐ it helped spread Islam to places within the Islamic Empire
- ☐ it helped spread ideas, knowledge and inventions to different parts of the world
- ☐ it made the Umayyads a lot of money
- ☐ it brought an end to farming

Match the place to its description. Write the correct letter in each box

a	Mecca
b	Ka'ba
c	Medina
d	Baghdad

	'City of Peace'
	focus of the Hijra
	cube-shaped building and holiest site for Muslims
	holiest city according to Muslims

Tuesday 6th October

Q: How was Baghdad founded?

Entry questions

What were the Umayyads a line of?

What does **dynastic** mean when talking about the Umayyad caliphate?

Write a sentence which tells me why the silk roads were lucrative for the Umayyad caliphate.

Keywords

Abbasid	An Abbasid was a member of the third dynasty of caliphs that ruled the Islamic Empire after Muhammad (PBUH).
Al-Mansur	Al-Mansur was the second caliph of the Abbasid caliphate.
populous	A populous city or place has a large number of people living there.
public facilities	Public facilities are spaces, equipment and services that can be used by anyone in the community.



The **Abbasid** Caliphate overthrew the Umayyad Caliphate and ruled the Islamic world for approximately 500 years.



Painting of the first **Abbasid** caliph



The **Abbasid** Caliphate took control of the Islamic Empire by removing the _____ from power.

a

Rashidun Caliphate

b

Muhammad (PBUH) Caliphate

c

Umayyad Caliphate



The Abbasid Caliphate

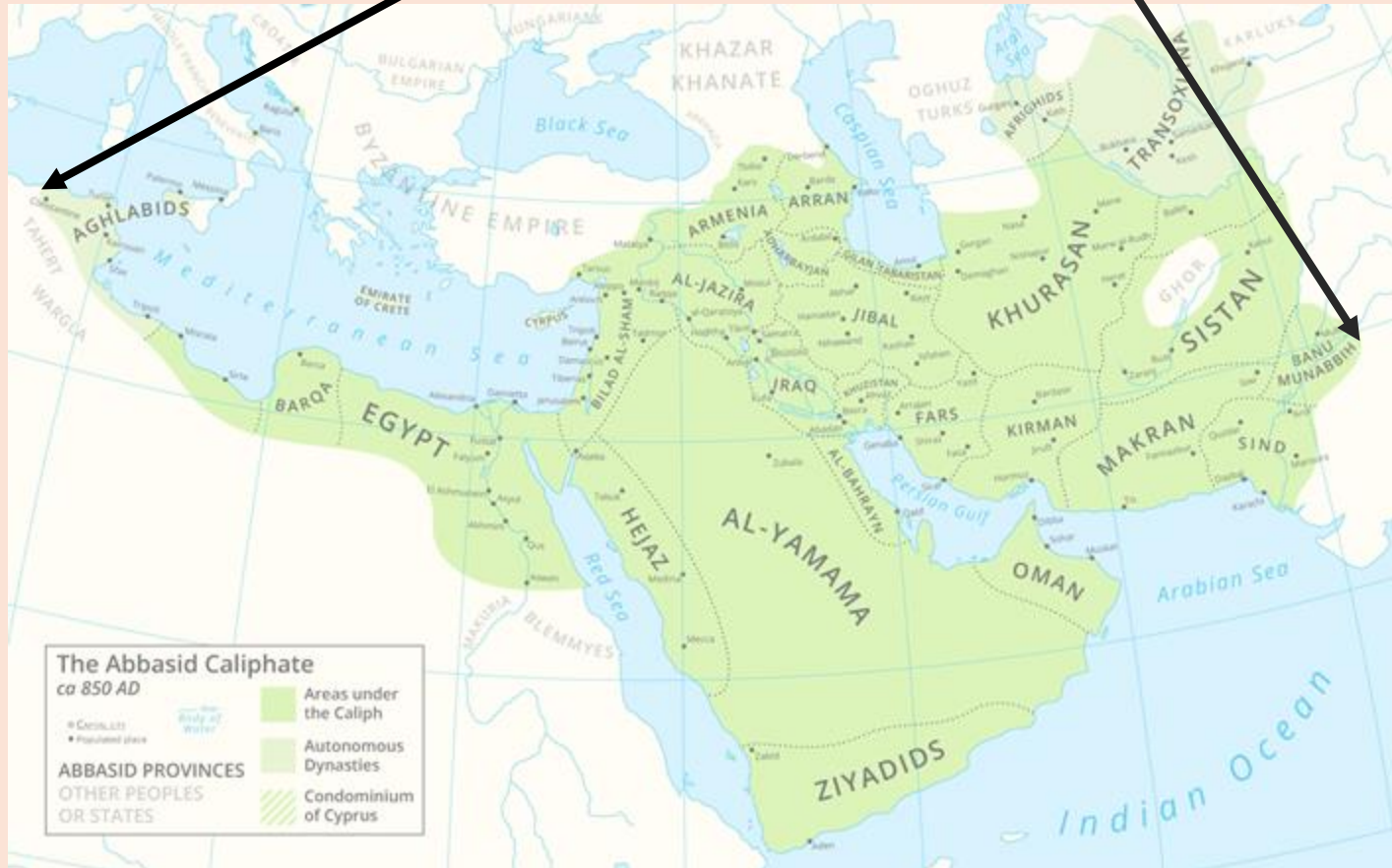


Explanation



Tunis

Multan



The **Abbasids** controlled a vast empire that stretched from Tunis to Multan!

Map showing the size of the **Abbasid** Caliphate



Which of the following statements about the **Abbasid** Caliphate are true?

a

The **Abbasid** Caliphate was in charge of the Islamic Empire after the Umayyad Caliphate.



b

The **Abbasid** Caliphate was in charge of the Islamic Empire straight after Muhammad (PBUH).

c

The **Abbasid** Caliphate controlled a vast empire.



Read Izzy's statement below. Do you agree?

The **Abbasid** Caliphate was very successful.



Izzy

Write **one or two** sentences to explain your reasoning.
following:

- 500 years
- vast empire

A good explanation should include the

Read Izzy's statement below. Do you agree?

The **Abbasid** Caliphate was very successful.



Izzy

Your answer may have included:

I agree with Izzy because the **Abbasid** Caliphate ruled the Islamic world for **500 years**. The **Abbasids** controlled a **vast empire** that stretched from Tunis to Multan and included the Middle East, western Asia and northeast Africa.



Illustration of **Al-Mansur**

In 762 CE, the second **Abbasid** caliph, **Al-Mansur**, wanted to create a new and impressive capital city for the **Abbasid** Caliphate.

The new capital city was named Baghdad.



True or false?

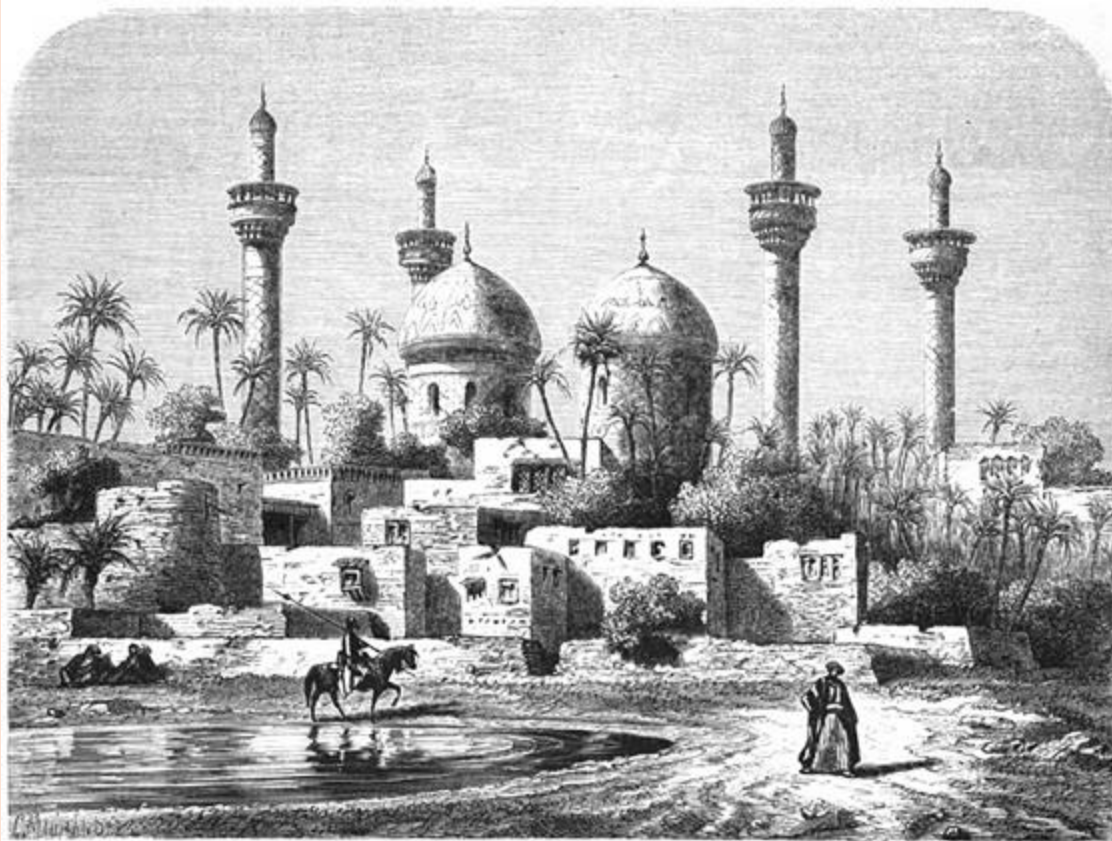
Al-Mansur, the second Umayyad caliph, wanted to create a new capital city.

T True

F False ✓

Why?

Al-Mansur, the second **Abbasid** caliph, wanted to create a new capital city for the **Abbasid** Caliphate.



Built by 100,000 workers to show off the **Abbasid** wealth and power, Baghdad became the richest, most **populous** city in the world.

Drawing of the impressive city of Baghdad once it was finished

Read the statements below. Who is correct?



Laura

When Baghdad was founded, it was small because not many people lived there.

When Baghdad was founded, it was a large city because lots of people lived there.



Jacob

a

Laura is correct because the city was small so could not house many people.

b

Jacob is correct because the city was the most **populous** city in the world. ✓

Answer the following questions:

1. Who founded the new capital city of the **Abbasid** Caliphate?
2. What was the name of this city?
3. Why was this city built?

Your answers to the questions may have included:

1. Who founded the new capital city of the **Abbasid** Caliphate?

Al-Mansur, the second **Abbasid** caliph, founded the new capital city.

1. What was the name of this city?

The new city was called Baghdad.

1. Why was this city built?

The city was built to show off the **Abbasid** Caliphate's wealth and power.



Map of the Mesopotamian valley

Baghdad was built on the fertile banks of the Tigris River in the Mesopotamia valley.



The Tigris River provided the city with fresh water to drink, a natural transportation route and fertile soil for farming.

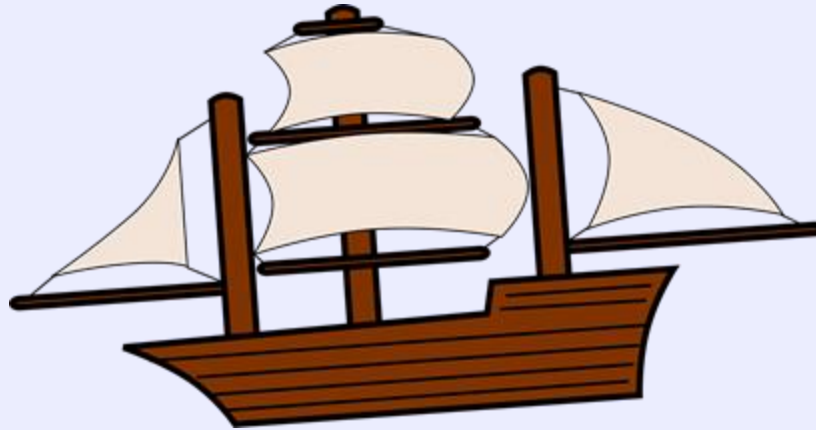


Photo of the Tigris River

Use the images to say why Al-Mansur chose to build Baghdad on the Tigris River. Start your sentence with:
The Tigris River provided Baghdad with...



water



boat

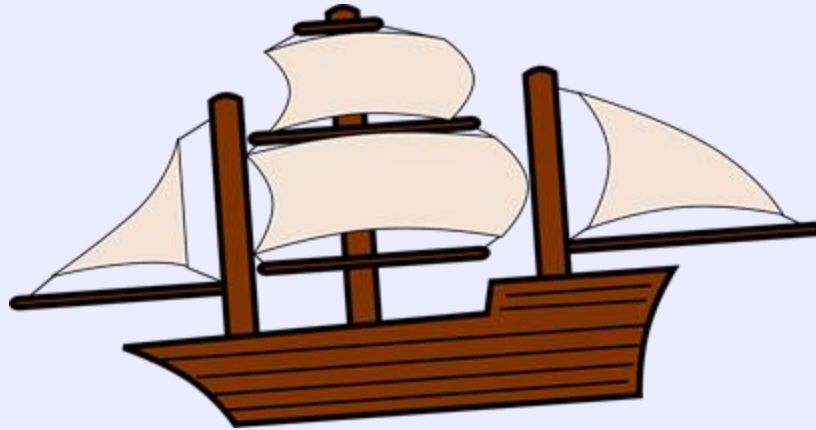


soil

Use the images to say why Al-Mansur chose to build Baghdad on the Tigris River. Start your sentence with:
The Tigris River provided Baghdad with...



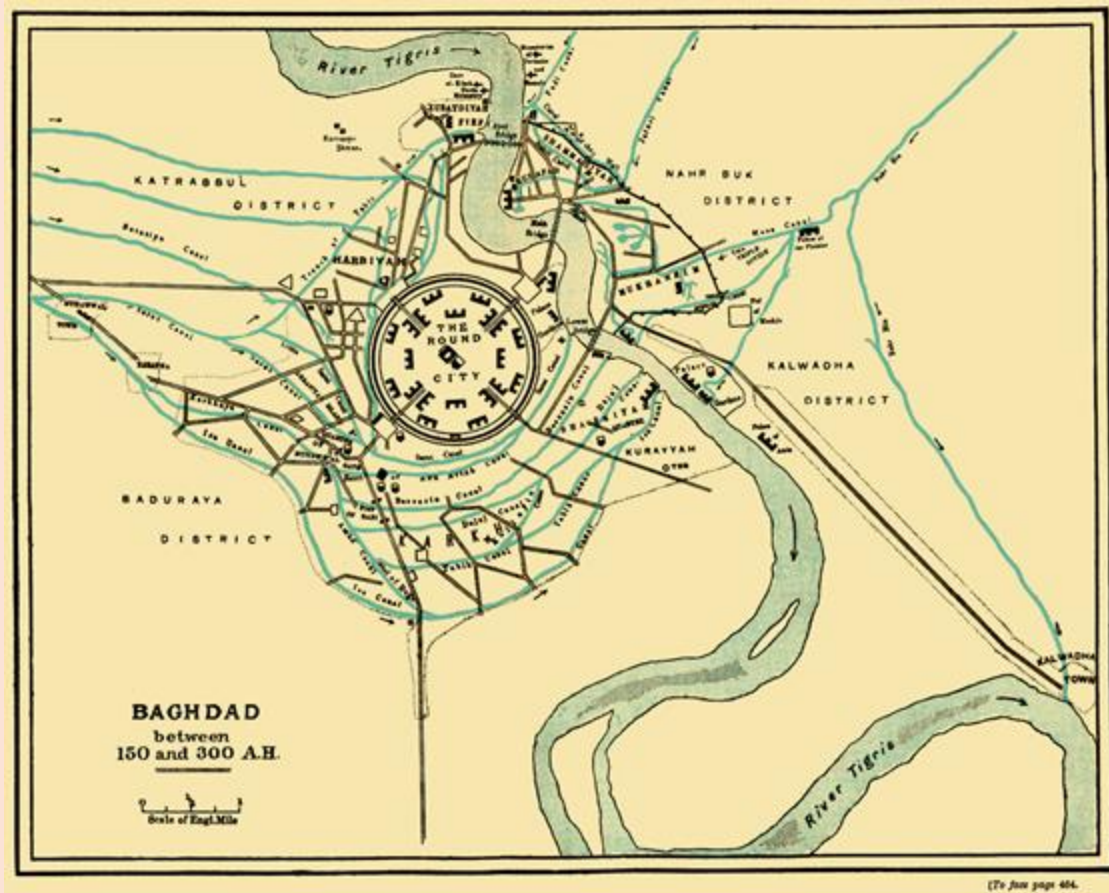
fresh water to drink



a natural transportation
route



fertile soil for farming



Baghdad was unique as it had a circular layout.

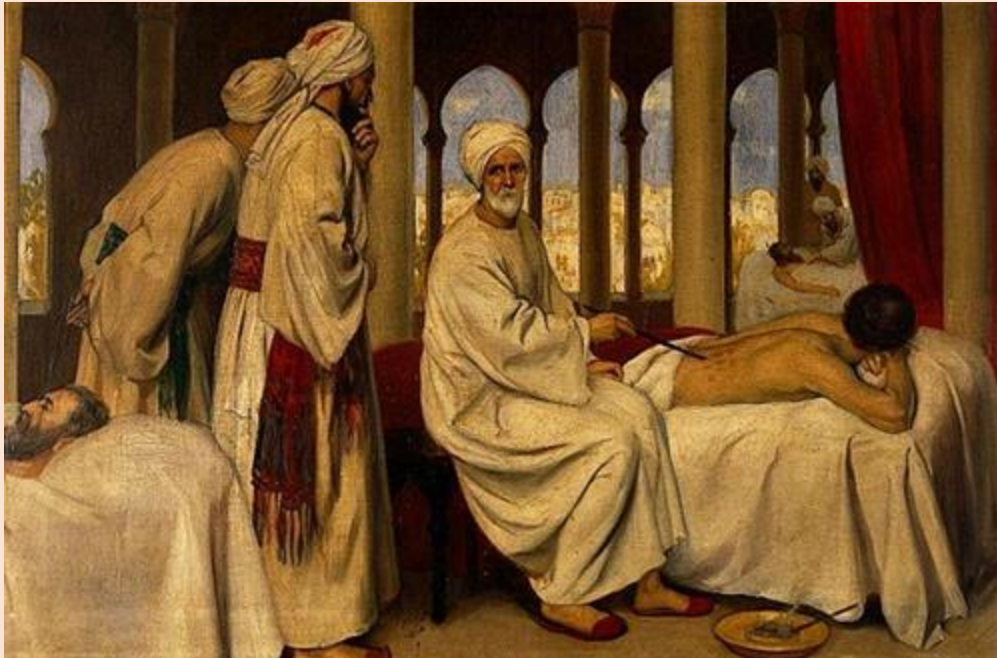
Illustration of the round city of Baghdad

Baghdad had many different **public facilities**, like parks and gardens.



Photo of the Garden
of Ridvan in Baghdad

Baghdad also had many hospitals and mosques.



Painting of an Early Islamic hospital



Photo of a mosque



The 'House of Wisdom' was an important library and learning centre.

It is an example of another **public facility** in Baghdad.



Illustration of scholars sharing ideas in the 'House of Wisdom'



Which of the following **public facilities** was **not** available in Baghdad during the **Abbasid** Caliphate?

a

hospitals

b

theme parks



c

libraries

d

mosques

Design a poster that might have encouraged people to visit Baghdad, 'the City of Peace' during the **Abbasid** Caliphate.

Here are some words to help you:

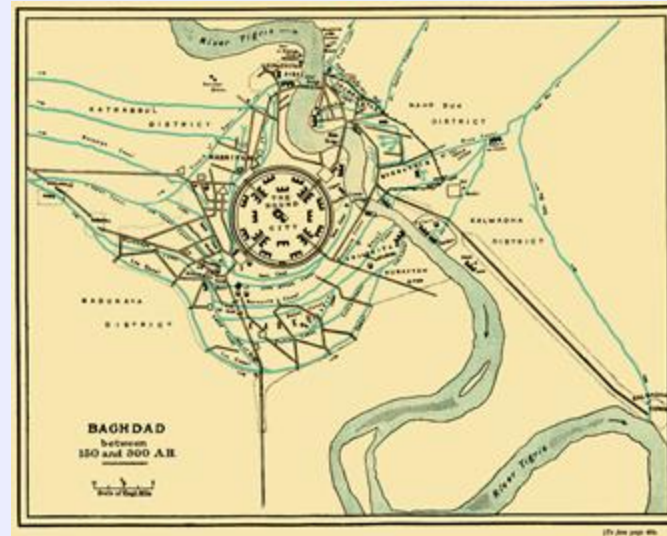
- Tigris River
- circular design
- **public facilities**
- 'House of Wisdom'

Design a poster with a partner that might have encouraged people to visit Baghdad, 'the City of Peace' during the **Abbasid** Caliphate. You could have included:

Come and explore Baghdad, 'the City of Peace'!

See its unique **circular design**

Use the city's many **public facilities**, like parks and mosques



Try our delicious fresh drinking water and a boat ride along the **Tigris River**

Join a debate with scholars from around the world at the famous **'House of Wisdom'**

Exit questions

1. Why was Baghdad built on the banks of the River Tigris?
2. What does the word **populous** mean in the context of the capital city of Baghdad?

6.10.26

TBAT – reflect on feelings when things are lost.

Blue

What does the word 'lost' mean?

Green

Give an example of using the word 'lost'.

Lost...

Talk partners:

Have you ever lost anything?

A special teddy, your favourite game, a phone, an item that belonged to someone else?



The lost necklace

Kate borrowed her mum's necklace to wear to a friend's house and has just realised she's lost it.

How does Kate feel when she realises the necklace is lost?

Kate searches everywhere in her friend's house.

How is she feeling?

Kate has to tell her mum that she has lost the necklace.

How do both Kate and her mum feel?

Freeze frames

In groups, decide on a scenario where someone has lost something and act out the scenario.

At four key points in the scene, freeze.

Class Discussion:

What are the characters feeling at each key point in the scenario?

The lost necklace

Kate borrowed her mum's necklace to wear to a friend's house and has just realised she's lost it.

How does Kate feel when she realises the necklace is lost?

Kate searches everywhere in her friend's house.

How is she feeling?

Kate has to tell her mum that she has lost the necklace.

How do both Kate and her mum feel?

Storyboard Task

Use the scenario of Kate and her mum for your storyboard. Write a sentence to explain what is happening in the scene, then use key words or phrases to explain how each of the characters is feeling.

Mum giving Kate the necklace.	Kate realising she has lost the necklace.	Trying to find it.	Kate telling Mum.