Wednesday 4th November 2026

04.11.26

Morning Challenge



TIMES TABLES ROCK STARS

Arithmetic check:

1. $\frac{3}{8} + \frac{2}{8} =$ _____
2. $\frac{7}{10} - \frac{4}{10} =$ _____
3. Complete the equivalent fraction:
   $\frac{1}{3} = \frac{\square}{12}$
4. **7 × 8** = _____
5. Double **485** = _____
6. Half of **738** = _____
7. $\frac{11}{12} - \frac{5}{12} =$ _____
8. **7 × 9** = _____

Challenge:

A box contains 238 stickers. The teacher buys the same number again.
How many stickers are there altogether?

There are 684 marbles shared equally between 2 children.
How many marbles does each child receive?

A coach has 7 teams. Each team has 12 players.
How many players are there altogether?

Wednesday 4th November 2026

Extended reading

At the end of last term, Sophie and the BFG had just arrived in Dream country.

Independent

Read the text and answer the questions in your books.

1. What does *"colossal"* suggest about the BFG's ears?
2. Why does the BFG whisper throughout much of the extract?
3. How does the author's description of the BFG's movements make the dream-catching seem exciting?
4. What type of dream did the BFG catch first?

Dream-Catching

The Big Friendly Giant put the suitcase on the ground. He bent down low so that his enormous face was close to Sophie's. 'From now on, we is keeping as still as winky little micies,' he whispered.

Sophie nodded. The misty vapour swirled around her. It made her cheeks damp and left dewdrops in her hair.

The BFG opened the suitcase and took out several empty glass jars. He set them ready on the ground, with their screw tops removed. Then he stood up very straight. His head was now high up in the swirling mist and it kept disappearing, then appearing again. He was holding the long net in his right hand.

Sophie, staring upwards, saw through the mist that his colossal ears were beginning to swivel out from his head. They began waving gently to and fro.

Suddenly the BFG pounced. He leaped high in the air and swung the net through the mist with a great swishing sweep of his arm. 'Got him!' he cried. 'A jar! A jar! Quick quick quick!' Sophie picked up a jar and held it up to him. He grabbed hold of it. He lowered the net. Very carefully he tipped something absolutely invisible from the net into the jar. He dropped the net and swiftly clapped one hand over the jar. 'The top!' he whispered. 'The jar top quick!' Sophie picked up the screw top and handed it to him. He screwed it on tight and the jar was closed. The BFG was very excited. He held the jar close to one ear and listened intently.

'It's a winksquiffler!' he whispered with a thrill in his voice. 'It's ... it's ... it's ... it's even better. It's a phizzwizard! It's a golden phizzwizard!'

Sophie stared at him.

'Oh my, oh my!' he said, holding the jar in front of him. 'This will be giving some little tottler a very happy night when I is blowing it in!'

'Is it really a good one?' Sophie asked.

'A *good one?*' he cried. 'It's a golden phizzwizard! It is not often I is getting one of these!' He handed the jar to Sophie and said, 'Please be still as a starfish now. I is thinking there may be a whole swarm of phizzwizards up here today. And do kindly stop breathing. You is terribly noisy down there.'

'I haven't moved a muscle,' Sophie said.

'Then don't,' the BFG answered sharply. Once again he stood up tall in the mist, holding his net at the ready. Then came the long silence, the waiting, the listening, and at last, with surprising suddenness came the leap and the swish of the net.

'Another jar!' he cried. 'Quick quick quick!'

When the second dream was safely in the jar and the top was screwed down, the BFG held it to his ear.

'Oh *no!*' he cried. 'Oh mince my maggots! Oh swipe my swoggles!'

'What's the matter?' Sophie asked.

'It's a trogglehumper!' he shouted. His voice was filled with fury and anguish. 'Oh, save our solos!' he cried. 'Deliver us from weasels! The devil is dancing on my dibbler!'

'What *are* you talking about?' Sophie said. The BFG was getting more distressed every moment.



What can we learn about the BFG from the way he talks about dreams?

What does the word **thrashing** tell us about how the creature was moving?

'Oh, bash my eyebones!' he cried, waving the jar in the air. 'I come all this way to get lovely golden dreams and what is I catching?'

'What *are* you catching?' Sophie said.

'I is catching a frightsome trogglehumper!' he cried. 'This is a *bad bad dream!* It is worse than a bad dream! It is a *nightmare!*'

'Oh dear,' Sophie said. 'What will you do with that?'

'I is never never letting it go!' the BFG cried. 'If I do, then some poor little tottler will be having the most curdbloodling time! This one is a real kicksy bogthumper! I is exploding it as soon as I get home!'

'Nightmares are horrible,' Sophie said. 'I had one once and I woke up sweating all over.'

'With this one you would be waking up *screaming* all over!' the BFG said. 'This one would make your teeth stand on end! If this one got into you, your blood would be freezing to icicles and your skin would go creeping across the floor!'

'Is it as bad as that?'

'It's worse!' cried the BFG. 'This is a real whoppsy grobswitcher!'

'You said it was a trogglehumper,' Sophie told him.

'It *is* a trogglehumper!' cried the exasperated BFG. 'But it is also a *bogthumper* and a *grobswitcher!* It is all three riddled into one! Oh, I is so glad I is clutching it tight. Ah, you wicked beastie, you!' he cried, holding up the jar and staring into it. 'Never more is you going to be bunkdoodling the poor little human-beaney tottlers!'

Sophie, who was also staring into the glass jar, cried out, 'I can see it! There's something in there!'

'Of course there is something in there,' the BFG said. 'You is looking at a frightsome trogglehumper.'

'But you told me dreams were invisible.'

'They is always invisible until they is *captured*,' the BFG told her. 'After that they is losing a little of their invisibility. We is seeing this one very clearly.'

Inside the jar Sophie could see the faint scarlet outline of something that looked like a mixture between a blob of gas and a bubble of jelly. It was moving violently, thrashing against the sides of the jar and forever changing shape.

04.11.26
Times tables/Just know its

7 Times Table Activities

1. Count in 7s and colour in the grid:

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	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

2. Work out these answers:

a) 2 × 7 = _____

b) 10 × 7 = _____

c) 5 × 7 = _____

d) 7 × 7 = _____

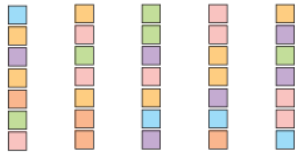
e) 12 × 7 = _____

f) 9 × 7 = _____

3. How many blocks are there?

a)  _____ × _____ = _____

b)  _____ × _____ = _____

c)  _____ × _____ = _____

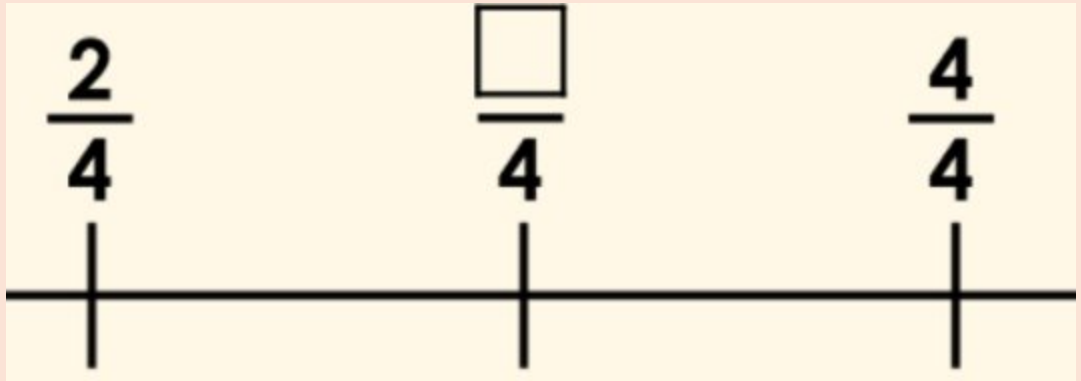
04.11.26

TBAT: reduce a fraction.

3 in 3

1) Find a fraction that is equivalent to $\frac{1}{2}$

2) What fraction is missing from the sequence?



3) 7 x 13 =

Challenge-

Mia cut a cake into 3 equal pieces and ate 1 piece.

1) What fraction did she eat of the cake?

2) Find two fractions that are *equivalent* to the fraction.

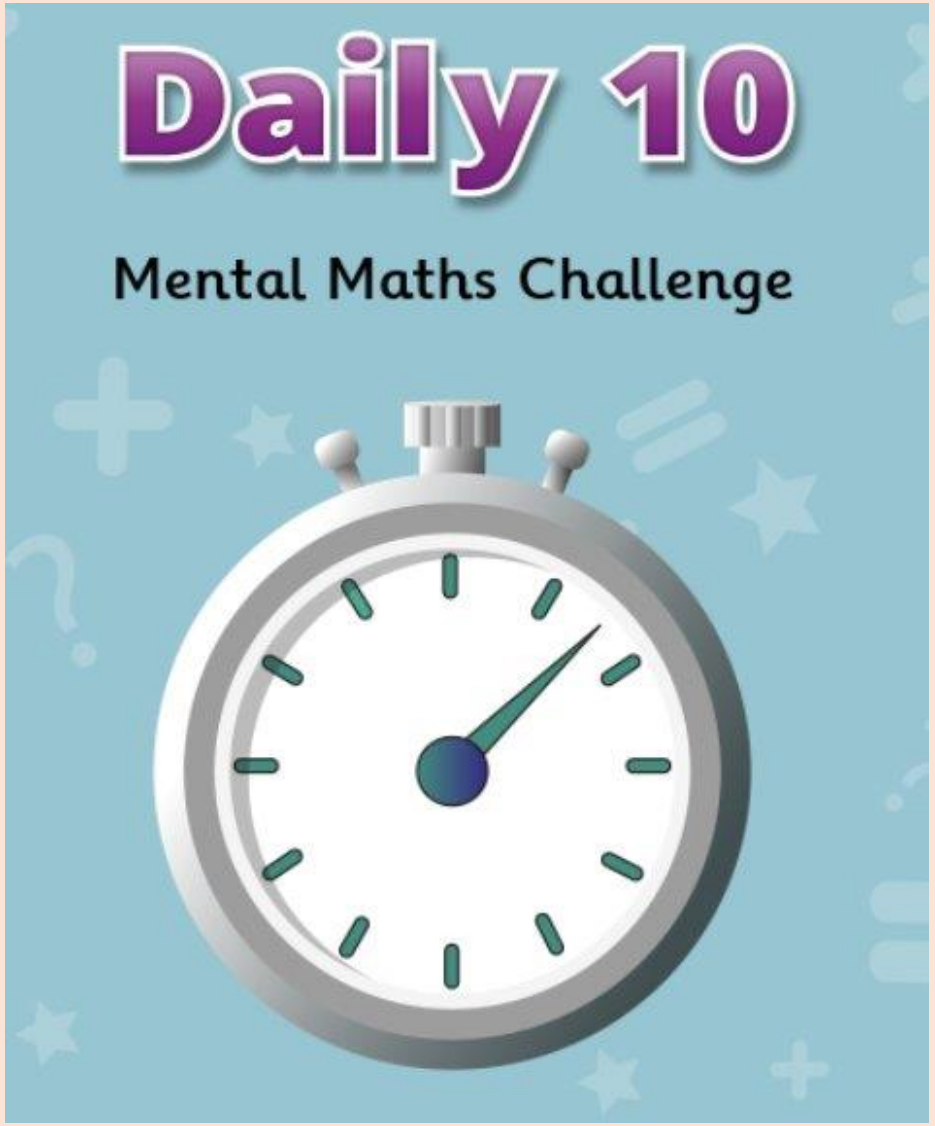
04.11.26

TBAT: reduce a fraction.

Key Vocabulary

Fraction
Numerator
Denominator
Equal parts
Whole
Half
Reduce

Daily 10 - Mental Maths Challenge - Topmarks
Level 4- 7 times tables



04.11.26

TBAT: reduce a fraction.

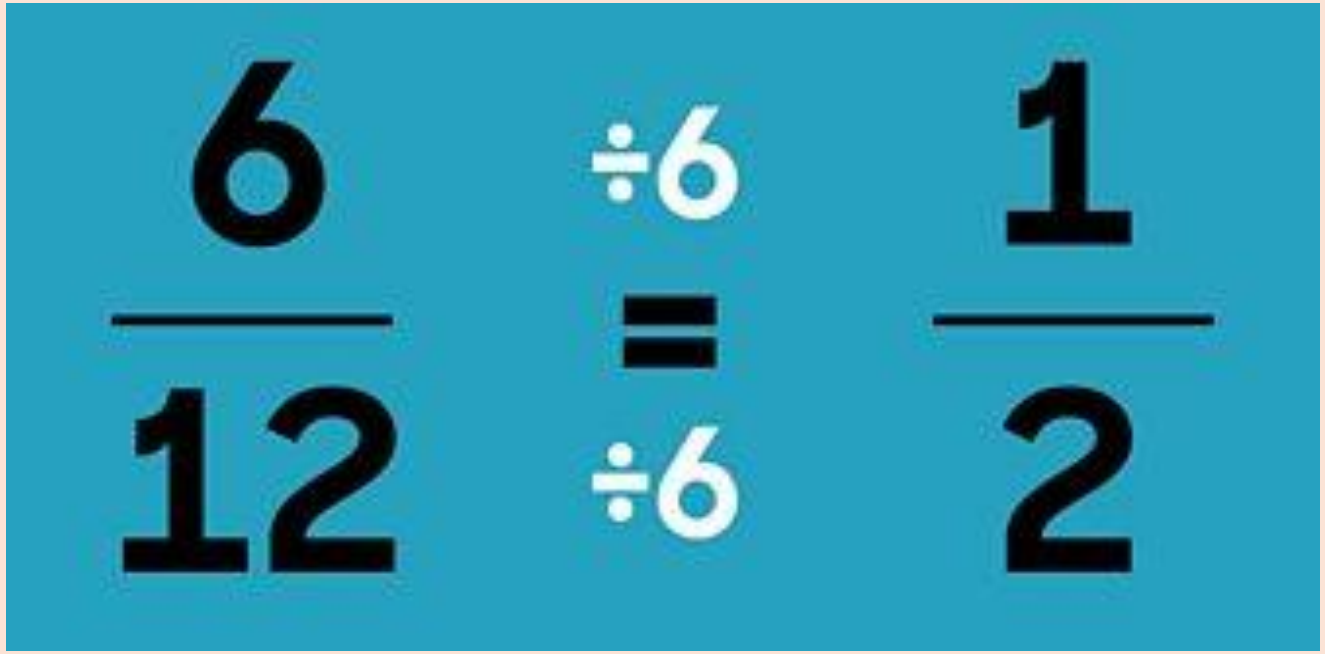
Partner talk: What does it mean to reduce something?

When we reduce a fraction, it means we make it smaller but still equal — we find an equivalent fraction that uses smaller numbers.

We do

You can simplify a fraction if the numerator (top number) and denominator (bottom number) can both be divided by the same number.

6 and 12 can both be divided by 6

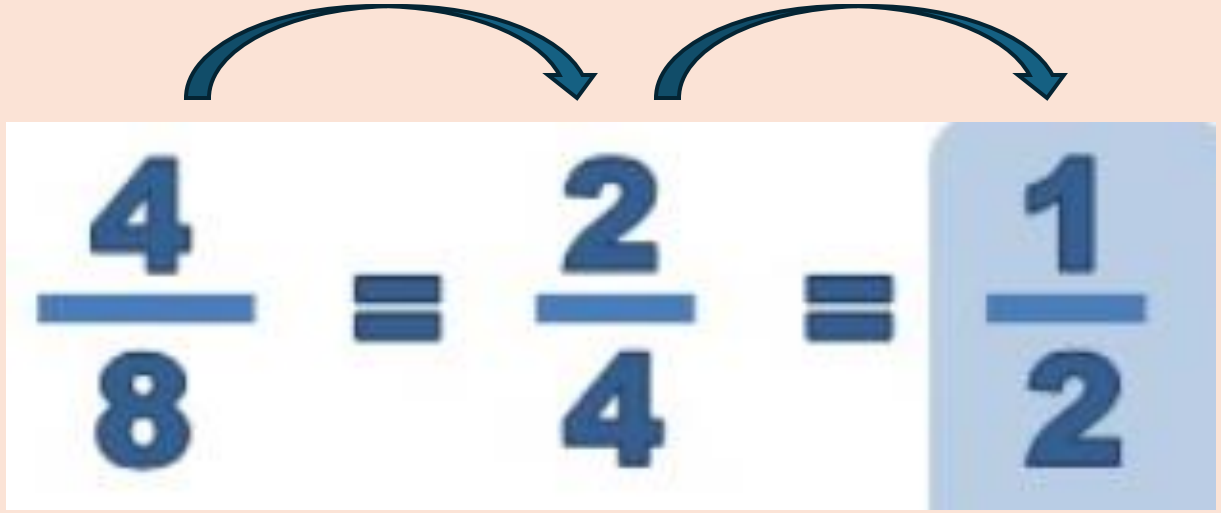


Challenge: Mia says 2/4 has been simplified. Can she reduce it any more?

You do

Turn and talk:

What are we dividing the numerator and denominator by each time?



Challenge: Sam says:

"6/12 is smaller than 1/2 because 6 is smaller than 12."

Do you agree? Explain your reasoning.

We do

On your whiteboard, reduce this fraction to its simplest form.

$$\frac{10}{15} = \frac{\quad}{\quad}$$

What can you divide 10 and 15 by?

Challenge: Write the fractions that are already in their simplest form:

1/2 4/8 3/5 6/9 7/10

How do you know?

You do

Solve on your whiteboard:

True or False?

9/12 is in its simplest form.

Prove your answer.

Challenge: Which fraction does not belong?

2/4 3/6 4/8 3/5

Explain your choice.

You do

On your whiteboard, reduce this fraction to its simplest form.

$$\frac{6}{24} = \frac{\quad}{\quad}$$

Challenge: A fraction simplifies to 3/4.
What could the original fraction be?
Can you find two different answers?

You do

Knowledge check

$$\frac{4}{20} = \frac{\quad}{\quad}$$

Challenge: I am thinking of a fraction.

- It simplifies to 1/2.
- The numerator and denominator add to 24.

What fraction could it be?

Independent

Reduce these fractions to their simplest forms.

1) 5/15 =
2) 8/16 =
3) 6/24 =
4) 3/6 =
5) 12/36 =
6) 10/15 =
7) 10/20 =
8) 3/9 =

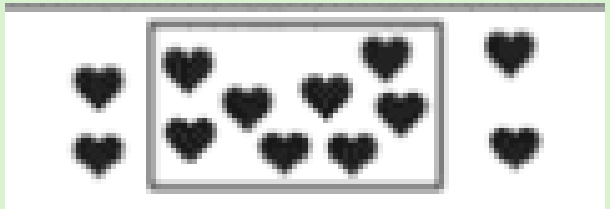
RP: Ben says that 6/12 and 1/2 are *not the same* because the numbers are different.
Do you agree with Ben?
Explain your reasoning.

Challenge

$\frac{30}{36}$ in its simplest form is $\frac{10}{12}$

Is this statement correct? Explain your answer.

Mastery Challenge



1) What fraction of hearts are outside the box?
2) Reduce the fraction to its simplest form.

Greater depth Challenge

I simplified a fraction and got **5/7**.
The original fraction had a denominator less than **100**.
What could the original fraction have been?
How many different answers can you find?

Wednesday 4th November 2026

TBAT: identify the key features of an informal letter.

3 in 3

23 October 2026

Dear Sam,

How are you? I hope you are well. I wanted to tell you about my visit to the wildlife park last weekend.

It was an amazing day! I saw lions, giraffes and monkeys. My favourite animal was the giraffe because it was so tall. I also watched the seals do tricks in a show. After lunch, I went on a train ride around the park and learned lots of interesting facts about the animals.

The weather was sunny, so we spent the whole day outside. Before we left, I bought a small keyring from the gift shop to remind me of the trip.

I had a fantastic time and I hope we can visit together one day.

From,

Ben

1.Where did Ben go last weekend?

2.Which animal was Ben's favourite and why?

3.What did Ben buy before he left?

Wednesday 4th November 2026

TBAT: identify the key features of an informal letter.

Turn and talk

What is an informal letter?

Who might you send an informal letter to?

Types of informal letters:

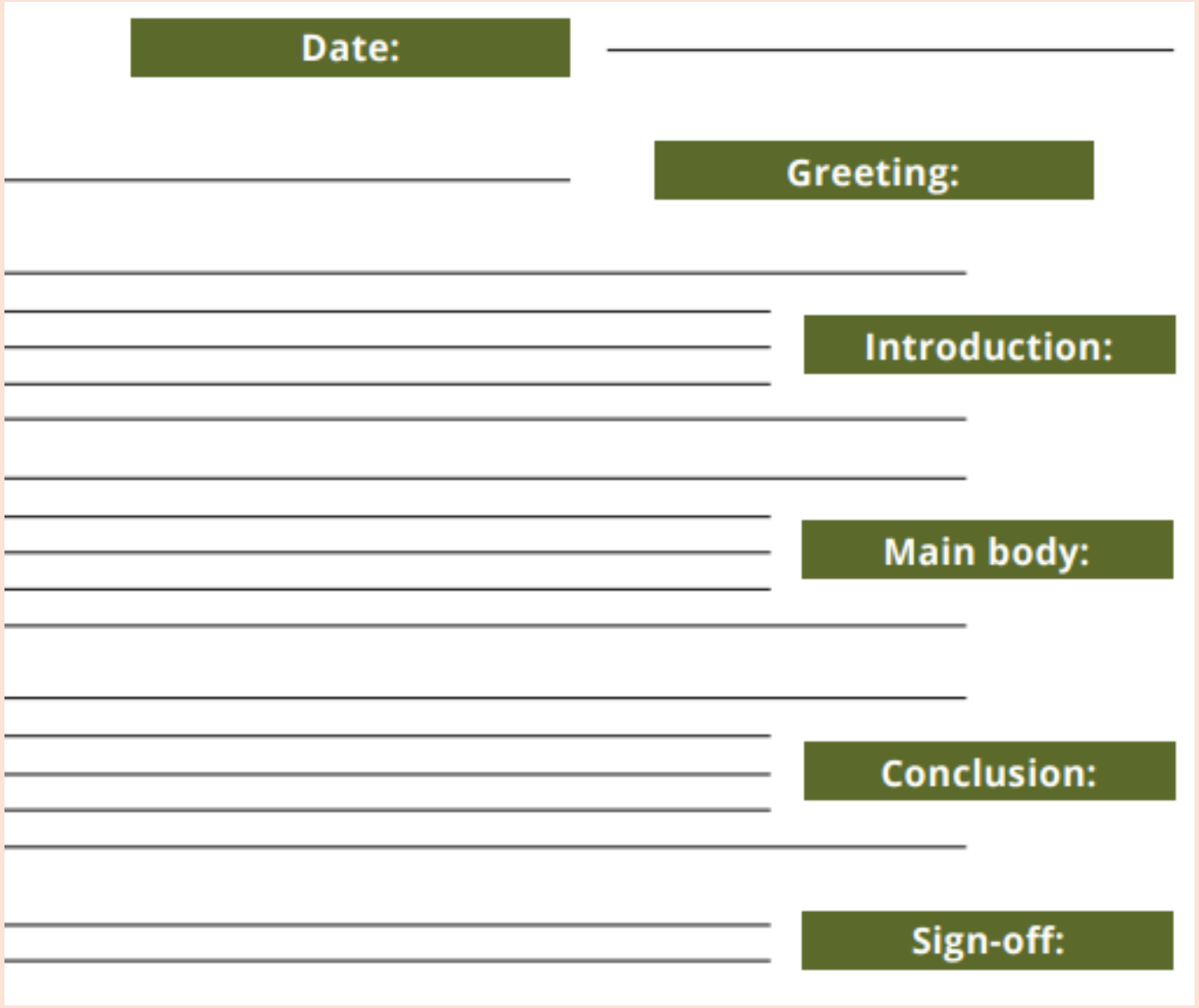
A letter giving you news
A letter asking for advice/suggestions
A letter of apology
A get-well letter
A letter congratulating someone
A thank you letter
A party invitation reply

Wednesday 4th November 2026

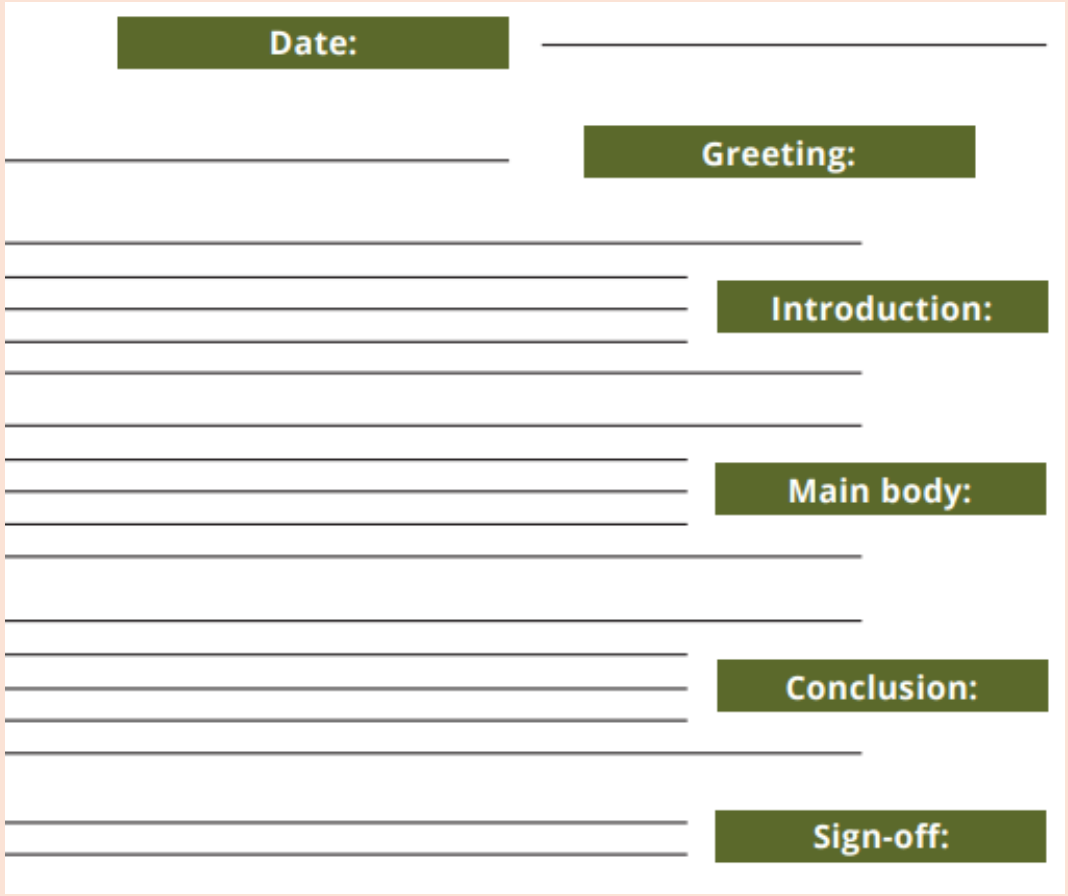
TBAT: identify the key features of an informal letter.

Teacher led class discussion of features.

No address required.



As a class, read this letter from Lila to her father. Look for the main features.



Wednesday, 14th January 2026

Dear Father,

I hope this letter finds you well. I've settled into my new surroundings, but I feel I must write to you and explain some important decisions I've made. I want you to understand my reasons for leaving.

I have learned that to become a truly recognised professional firework-maker, I must seek the Royal Sulphur from Mount Merapi. However, it is not easy to obtain. The Royal Sulphur is fiercely guarded by the Razvani, the Fire-Fiend, who has protected it for centuries. The journey will be dangerous, but I believe it is the only way I can prove myself and earn the title of firework-maker in the eyes of the Royal Guild.

What upset me most, Father, was your comment when you said that I might not be capable of becoming a firework-maker because I am a girl. I know you want to protect me, but those words hurt deeply. This journey to Mount Merapi is not just about proving my skill—it is about proving that I am capable, that I am strong, and that my passion is enough to overcome any obstacle. I don't want to be held back, not by fear, and certainly not by outdated ideas of what girls can and can't do.

Please understand, Father, that I am not leaving because I do not love you or appreciate everything you have taught me. I must do this for myself, to prove that I can be independent and capable. I hope one day you will understand and be proud of what I accomplish.

Yours lovingly,
Lila

Partner work

Look at this letter and underline/circle, with coloured pencils, the key features we have just looked at.

Remember to use a ruler when underlining.

Features:

- **date**
- **greeting**
- **introduction**
- **paragraphs**
- **Closing and Signature**
- **Emotional language**

Read chapter 2 – up to end of page 17

Wednesday, 14th January 2026

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Yours lovingly,
Lila

Wednesday 4th November 2026

TBAT: explain how some Hindus answer the ultimate question of how the universe appeared.

Lesson 1 Keywords

Repeat after me…

creation	the act of making something
Rishi	a wise person in the Hindu worldview
deity	a god or goddess
aum	the first sound in creation linking humanity and the divine

Blue: What is a Hindu place of worship called?

Green: What is the name of the Hindu festival of lights?

Ultimate questions

Sofia and Alex are talking about ultimate questions.



Alex

What do we mean by an ultimate question?

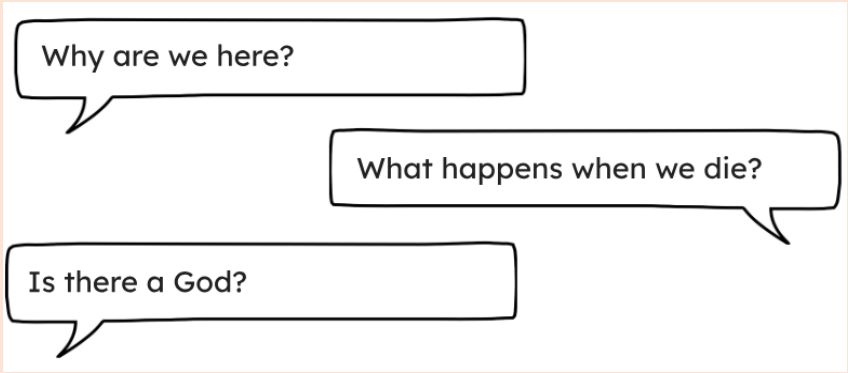


Sofia

An ultimate question is a really big and important question that people ask when they want to understand life or the world better.

It's the kind of question that doesn't always have a simple answer—sometimes, no one really knows the answer for sure!

Examples:



Can you think of any Ultimate questions?

Ultimate questions

Sofia and Alex want to find out who might think in this way.

What kind of people ask ultimate questions?



Alex



Sofia

Anyone can ask ultimate questions.

But there are people called philosophers.

A philosopher thinks deeply about life and the universe.

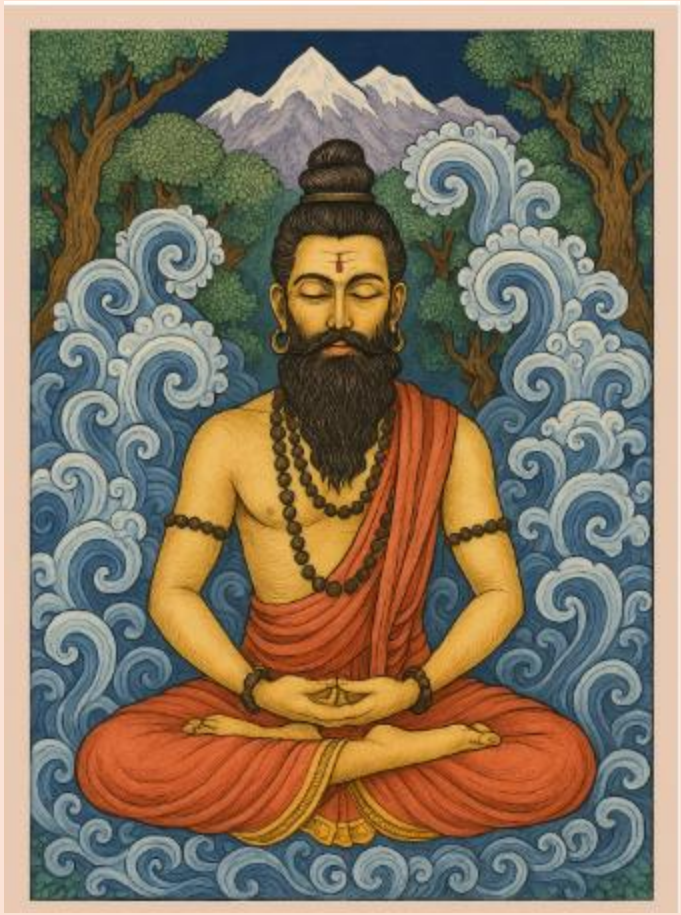
Some famous philosophers lived in Ancient Greece.

People from the Hindu worldview were also asking ultimate questions. They asked them before the Ancient Greeks!



Alex

Hindu Dharma is one of the oldest religious worldviews. People who follow Hindu Dharma are known as Hindus.



This is a philosopher from ancient India.
Many of Hindu Dharma's ultimate questions were pondered on by philosophers.
Indian philosophers were called **Rishis**.

Rishis were wise people who asked ultimate questions.
People would come and listen to them like we listen to teachers in school.

1 marble- what does 'ponder' mean?

What is Dharma? What is Dharma? #dharma #hinduism #yogaphilosophy #yogainspiration

What is meditation?

The **Rishis** spent time in meditation. Being still, calm and quiet meant they were able to ponder ultimate questions. While meditating, they experienced ultimate reality or the divine.

<u>Turn and talk:</u>

Why would meditation help Rishis ponder on Ultimate questions?

The Divine



Alex

Dhanu, who is ‘the divine’?

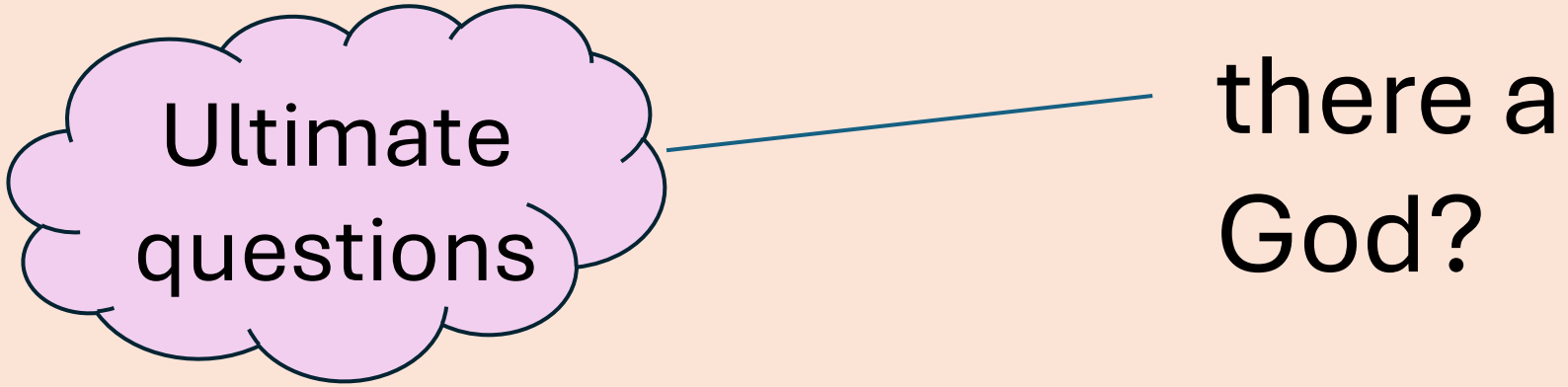


Dhanu

The **Rishis** used the word Brahman.
Brahman is the ultimate reality who is in everything.

I believe that Brahman is God or the divine.
Brahman can take form in **deities**.
Deities show us what God or Brahman is like.

Task: Create a mind map of Ultimate Questions about the universe.



Challenge: Write down a question that would not be classed as an ultimate question and explain why.

04.11.26

Handwriting – Year 3 & 4 spelling words

accident

accidentally

actual

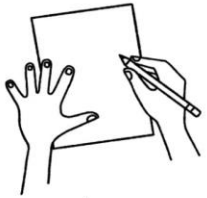
actually

Handwriting warm-up

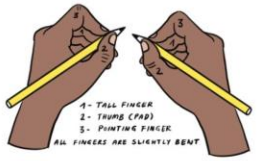
Before we start, what are these pictures reminding you to do?



- 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

Challenge – Write each of the words in a full sentence, using your joined handwriting.

Wednesday 4th November 2026

TBAT: name devices used to listen to and play audio and create my own audio recording using key features.

Keywords	
microphone	an input device used to record sound
audio	sound that has been recorded on a digital device
speaker/ headphones	output devices used to play audio

There are many ways we might listen to **audio**.



In what ways do you listen to **audio**?

Share your thoughts.

An **audio** is a sound that has been recorded on a digital device.

When we use **audio**, we must consider who owns the content.

An **audio** belongs to the person or group who asked and paid for it to be created.

You must be careful sharing or using others' **audio**. You must check who owns it and get permission. Look for a licence which is a set of rules on how it can be used.

Give credit to the creator. You must not try to pass off the content as your own.



Here are a few ideas of what makes a good **audio** clip.

Can you think of more?



Aisha

I think you need a clear voice.

Don’t use words like ‘um’ or ‘ah’.



Andeep

You shouldn’t cough or sneeze.



Jacob

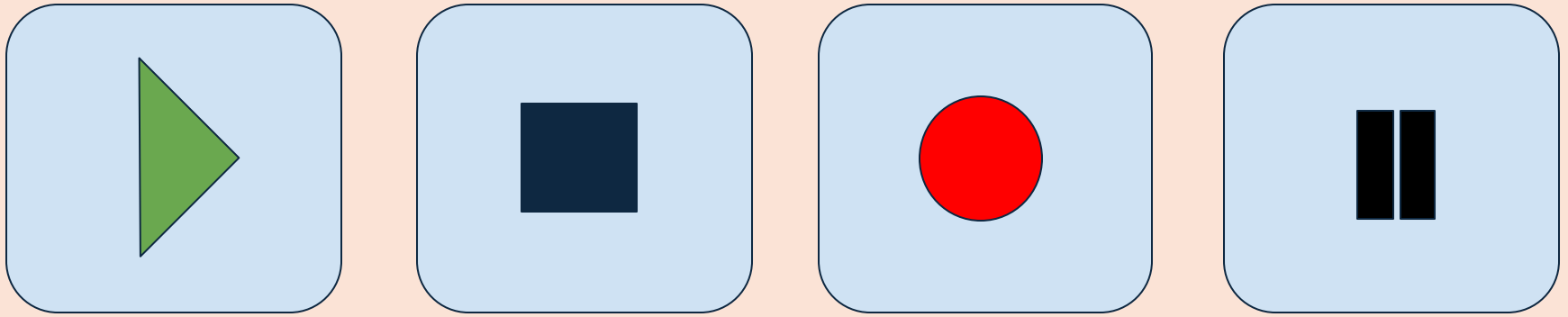
Here are a few possible ideas, you may have thought of others.

- clear voice
- fun and interesting topic
- short and to the point
- steady pace
- easy to follow
- share a story or some facts
- background music
- friendly tone of voice
- includes some questions



Let us begin by discovering which **devices** allow us to record and play **audio**.

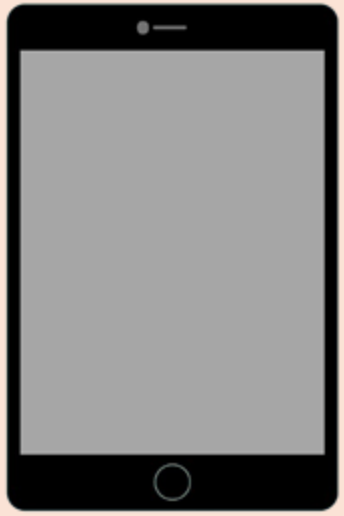
Devices will have a buttons on them like this.



play stop record pause

Hopefully, you recognise some of the symbols above.

There are many devices that allow you to record **audio**.
Some you may be more familiar with than others.



tablet



laptop



digital camera



game console

Some digital devices have built-in input and output components.
These are integrated within the devices, making them hidden from view.

Digital devices that record **audio** need an input.
To play the **audio** back we need an output.



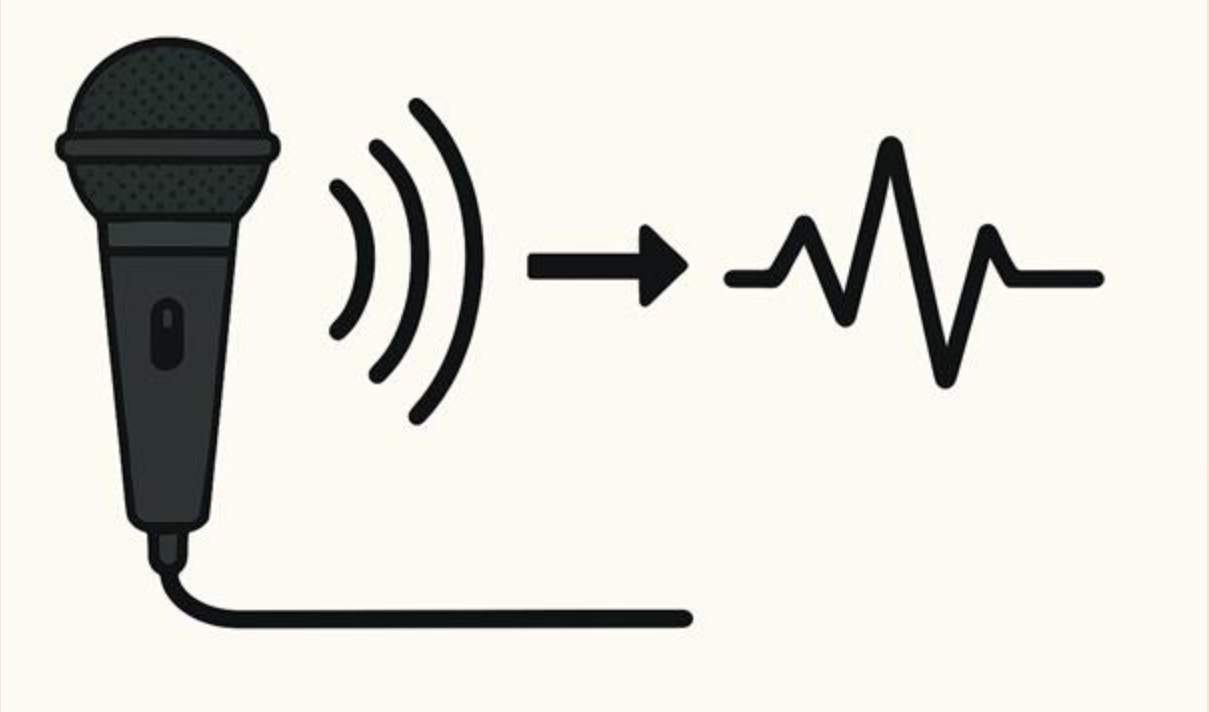
A **microphone** is an input device.



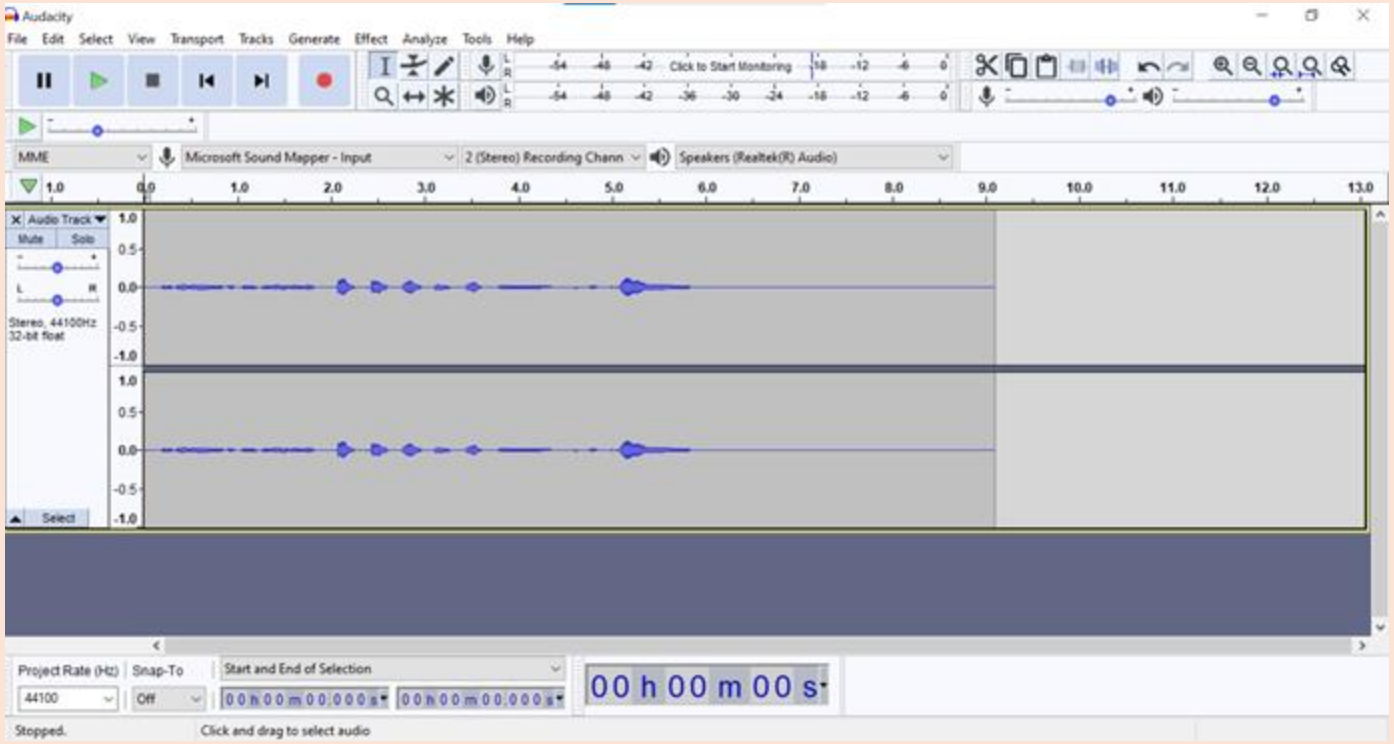
The **speakers** are an output device.

An input device like a **microphone** will take in a sound and change it into a signal.

The signal can then be used to play sound through **speakers** or saved to a computer.

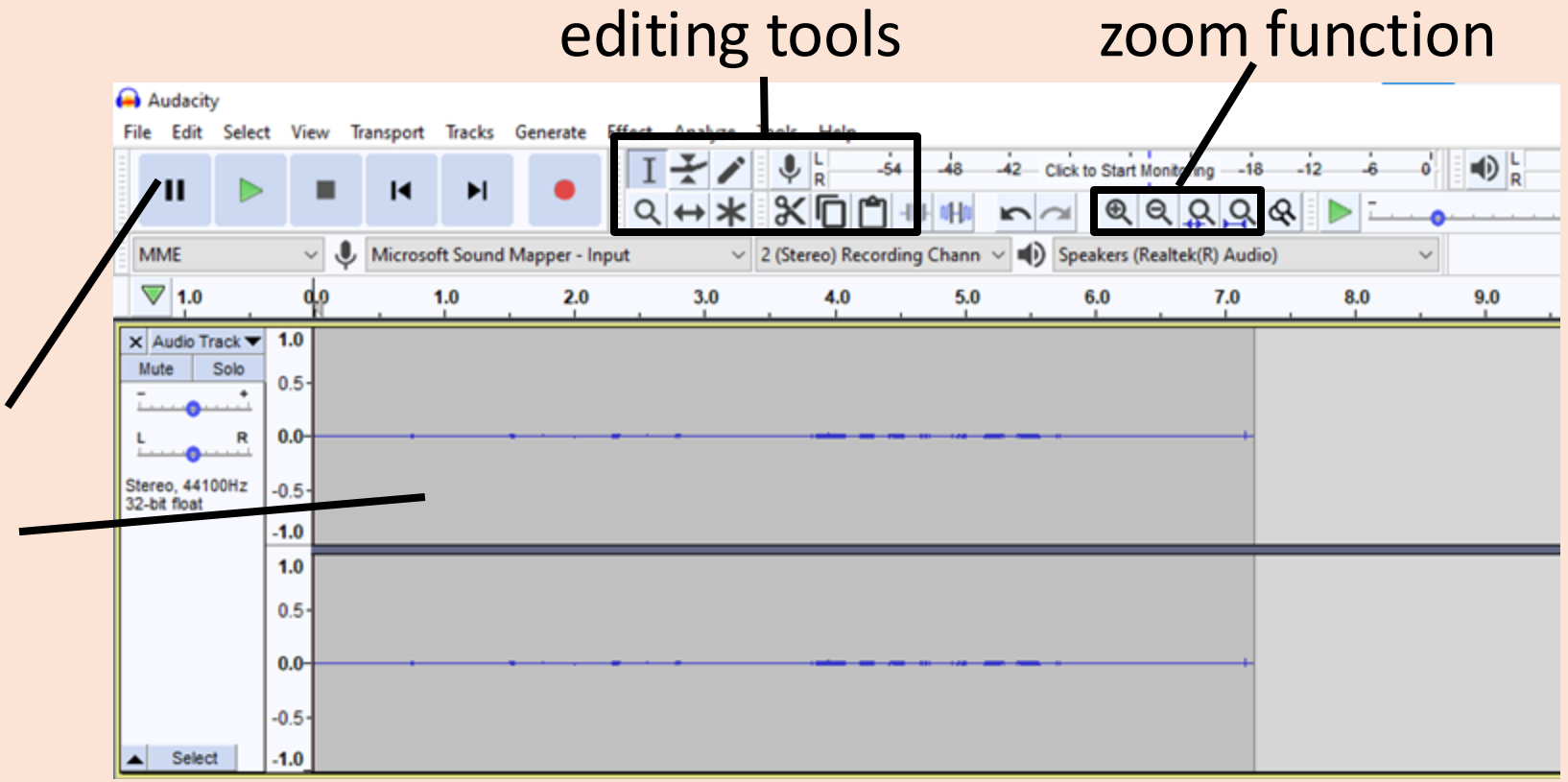


It is now time to begin recording your own **audio**.



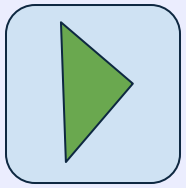
We will use a free program called **Wavacity.**

First, we need to know our way around the application and the menus.

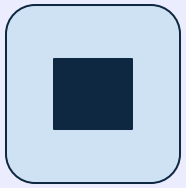


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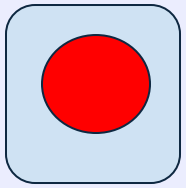
When you start using Wavacity, you will need to use different buttons on the menu.



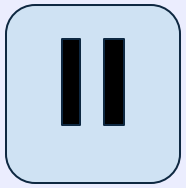
play button starts your **audio**



stop button stops your **audio**



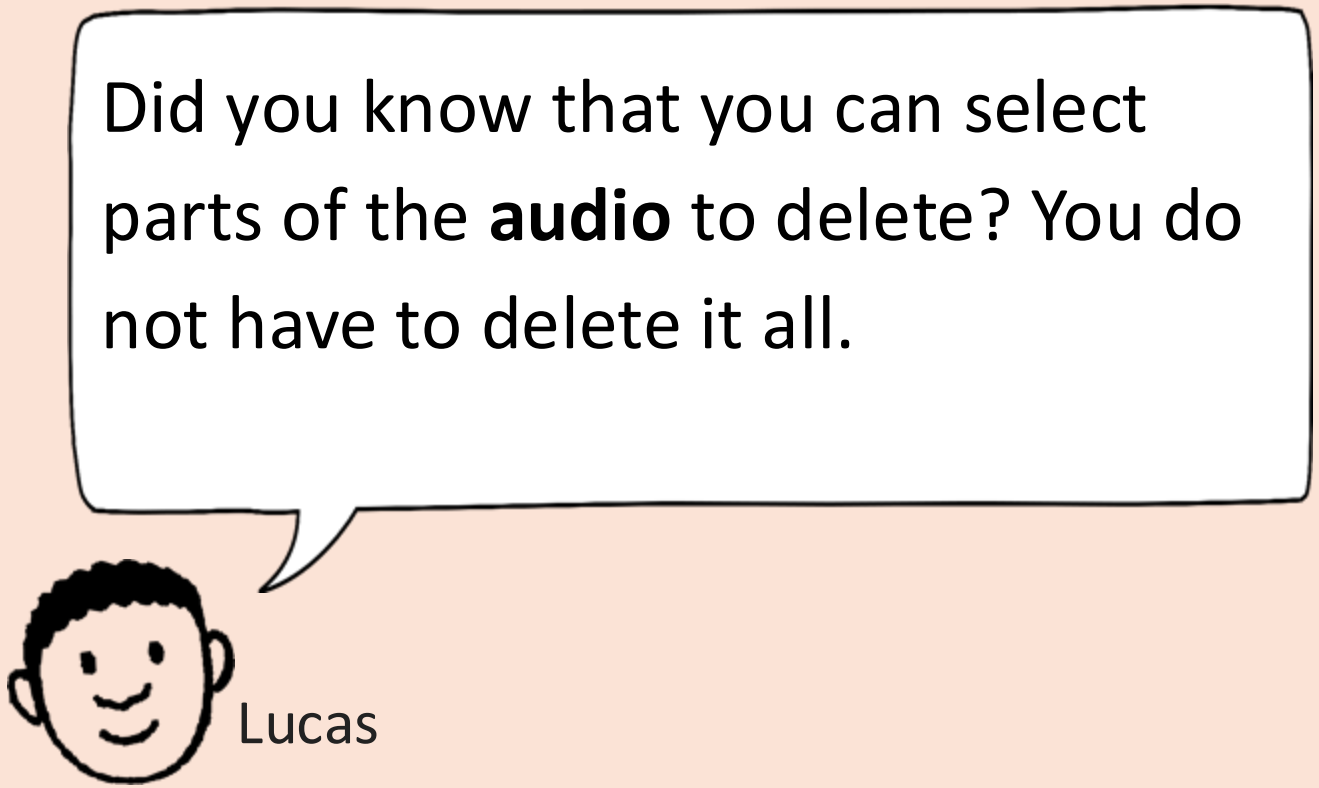
record button lets you capture sounds so you can save and watch or listen to them later



pause button stops your **audio** for a moment, so you can take a break and then continue

Take time to watch this short video. This will model the steps needed to record, play and then delete your **audio**.

Watch the short video here to find out more.



Before you begin you will need to check you have **headphones** with a **microphone** plugged into your laptop or computer.



laptop



headphones

with

microphone

This will allow you to record your own **audio**.

Now you are familiar with wavacity, it is time to open the software and record your own **audio**.

Step 1: Record your voice.

Step 2: Press play to listen to your recording.

Step 3: Practice deleting parts of your recording.

Wednesday 4th November 2026

TBAT: develop individual and partner balances using apparatus.

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

Please collect the marbles from your own classroom.

4 min timer

4 Minute Timer with Relaxing Chillpop Music | Gentle Focus Timer for Classroom

Wednesday 4th November 2026

TBAT: develop individual and partner balances using apparatus.

Success Criteria

- Strong body tension will help you to hold balances with increased control.

