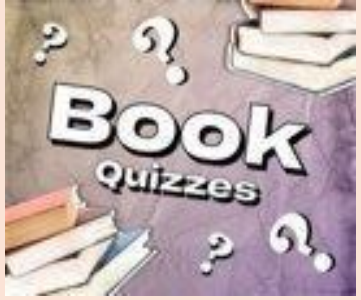
Tuesday 10th November 2026

10.11.26

Morning Challenge





Describe the image.

- ✅ Use **powerful adjectives**
- ✅ Include a **simile** (e.g. *as bright as the sun*).
- ✅ Include a **metaphor** (e.g. *The forest was a green ocean*).
- ✅ Use **personification** (e.g. *The wind whispered through the trees*).

Challenge: Use a fronted adverbial

Tuesday 10th November 2026

Close reading

Why do you think Roald Dahl compares dreams to wild animals?

How can you tell that Sophie is frightened by the dream?

Why might the BFG not want to continue dream-catching after finding this nightmare?



'It's wiggling all over the place!' Sophie cried. 'It's fighting to get out! It'll bash itself to bits!'

'The nastier the dream, the angrier it is getting when it is in prison,' the BFG said. 'It is the same as with wild animals. If an animal is very fierce and you is putting it in a cage, it will make a tremendous rumpledumpus. If it is a nice animal like a cockatootloo or a fogglefrump, it will sit quietly. Dreams is exactly the same. This one is a nasty fierce bogrotting nightmare. Just look at him splashing himself against the glass!'

'It's quite frightening!' Sophie cried.

'I would be hating to get this one inside me on a darksome night,' the BFG said.

'So would I!' Sophie said.

The BFG started putting the bottles back into the suitcase.

'Is that all?' Sophie asked. 'Are we going?'

'I is so upset by this trogglehumping bogthumping grobswitcher,' the BFG said, 'that I is not wishing to go on. Dream-catching is finished for today.'

Soon Sophie was back in the waistcoat pocket and the BFG was racing home as fast as he could go. When, at last, they emerged out of the mist and came again on to the hot yellow wasteland, all the other giants were sprawled out on the ground, fast asleep.

A Trogglehumper for the Fleshlumpeater

'They is always having fifty winks before they goes scumpering off to hunt human beans in the evening,' the BFG said. He stopped for a few moments to let Sophie have a better look. 'Giants is only sleeping every then and now,' he said. 'Not nearly as much as human beans. Human beans is crazy for sleeping. Is it ever occurring to you that a human bean who is fifty is spending about *twenty* years sleeping fast?'

'I must admit that never occurred to me,' Sophie said.

'You should *allow* it to occur to you,' the BFG said. 'Imagine it please. This human bean who says he is fifty has been fast asleep for twenty years and is not even knowing where he is! Not even *doing* anything! Not even thinking!'

'It's a funny thought,' Sophie said.

'Exunckly,' the BFG said. 'So what I is trying to explain to you is that a human bean who says he is fifty is not fifty, he is only thirty.'

'What about me?' Sophie said. 'I am eight.'

'You is not eight at all,' the BFG said. 'Human bean babies and little chiddlers is spending half their time sleeping, so you is only four.'

'I'm eight,' Sophie said.

'You may *think* you is eight,' the BFG said, 'but you has only spent four years of your life with your little eyes open. You is only four and please stop higgling me. Titchy little snapperwhippers like you should not be higgling around with an old sage and onions who is hundreds of years more than you.'

'How much do giants sleep?' Sophie asked.

'They is never wasting much time snozzling,' the BFG said. 'Two or three hours is enough.'

'When do *you* sleep?' Sophie asked.

'Even less,' the BFG answered. 'I is sleeping only once in a blue baboon.'

Sophie, peeping out from her pocket, examined the nine sleeping giants. They looked even more grotesque now than when they were awake. Sprawled out across the yellow plain, they covered an area about the size of a football field. Most of them were lying on their backs with their enormous mouths wide open, and they were snoring like foghorns. The noise was awful.

Suddenly the BFG gave a jump in the air. 'By gumfrog!' he cried. 'I is just having the most whoppsy-whiffling idea!'

'What?' Sophie said.

What does the word **"scumpering"** tell you about the way the giants move?

Why might the sleeping giants look more grotesque when they are asleep than when they are awake?

Challenge

The BFG believes that people's real age should exclude the time they spend sleeping. Do you agree or disagree? Explain your answer using evidence from the text and your own ideas.

10.11.26

Times tables/Just know its

77 ÷ 7 =

6 x 7 =

12 x 7 =

Write 0.25 as a fraction

Write 0.5 as a fraction

Write 0.75 as a fraction

Challenge:
Write 0.60 as a fraction

3 minutes

10.11.26

TBAT: understand how decimals change when divided by 10.

3 in 3

1) 4 x 68 =

2) 5/6 of 30 =

3) 746 – 288 =

Challenge-

Maya says:
"0.5 is smaller than 0.48 because 5 is less than 48."
Do you agree with Maya? Explain your reasoning carefully.

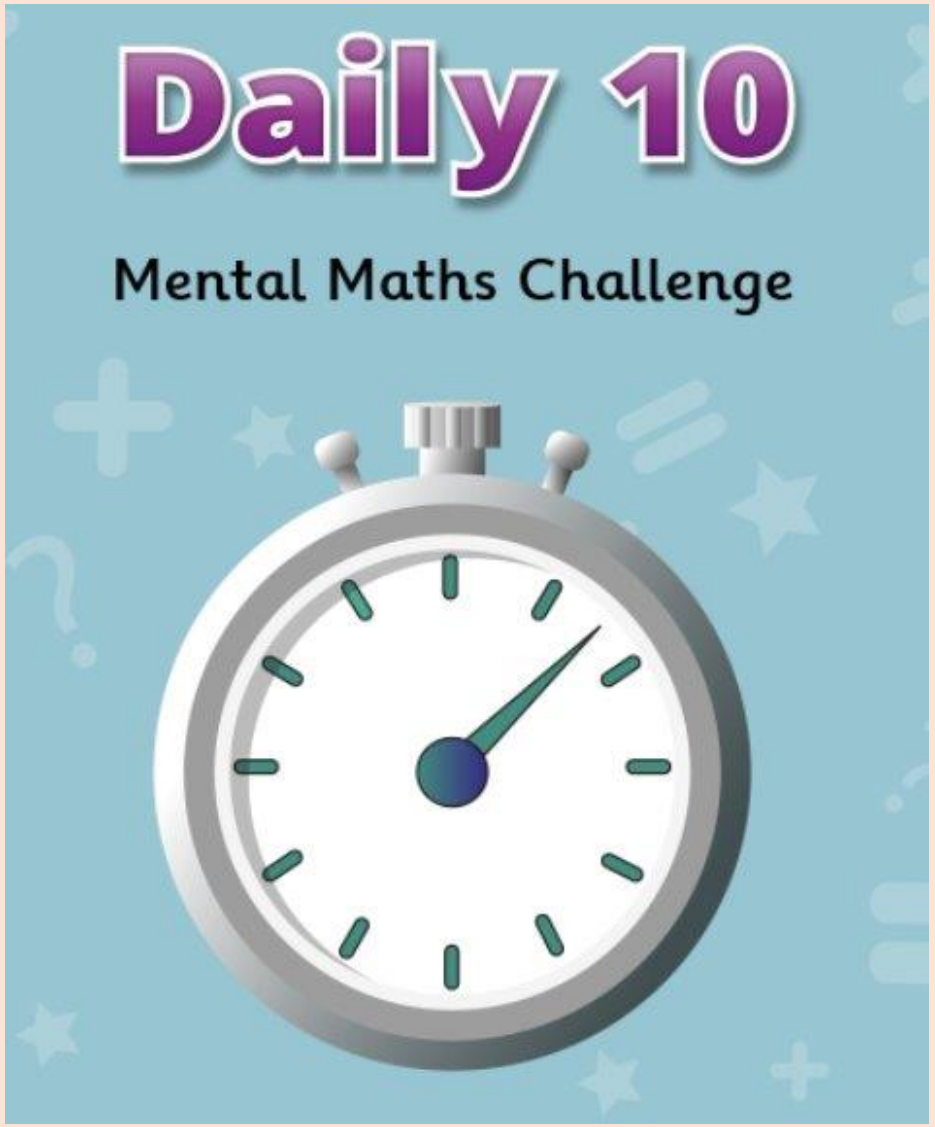
- Which number is actually greater — 0.5 or 0.48?

10.11.26

TBAT: understand how decimals change when divided by 10.

Daily 10 - Mental Maths Challenge - Topmarks

Level 4- 7 times tables



Key Vocabulary

Fraction
decimal place
Tenths
Hundredths

You do

Partner talk

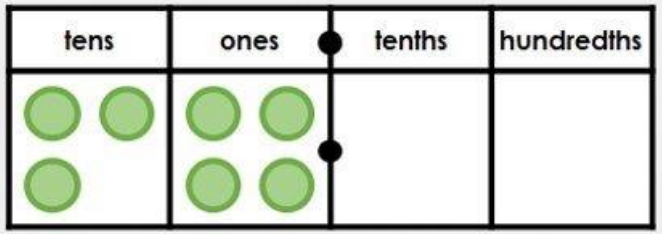
How do I write this as a fraction?

0.3

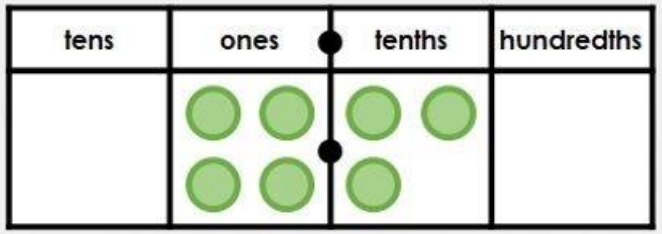
Challenge: How would you write 0.05 as a fraction?

You do- whiteboards

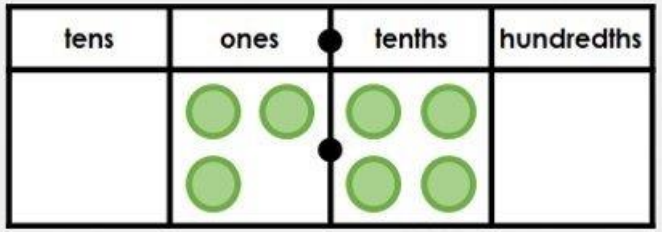
Match the place value grids to the numbers they represent.



4.3



3.4



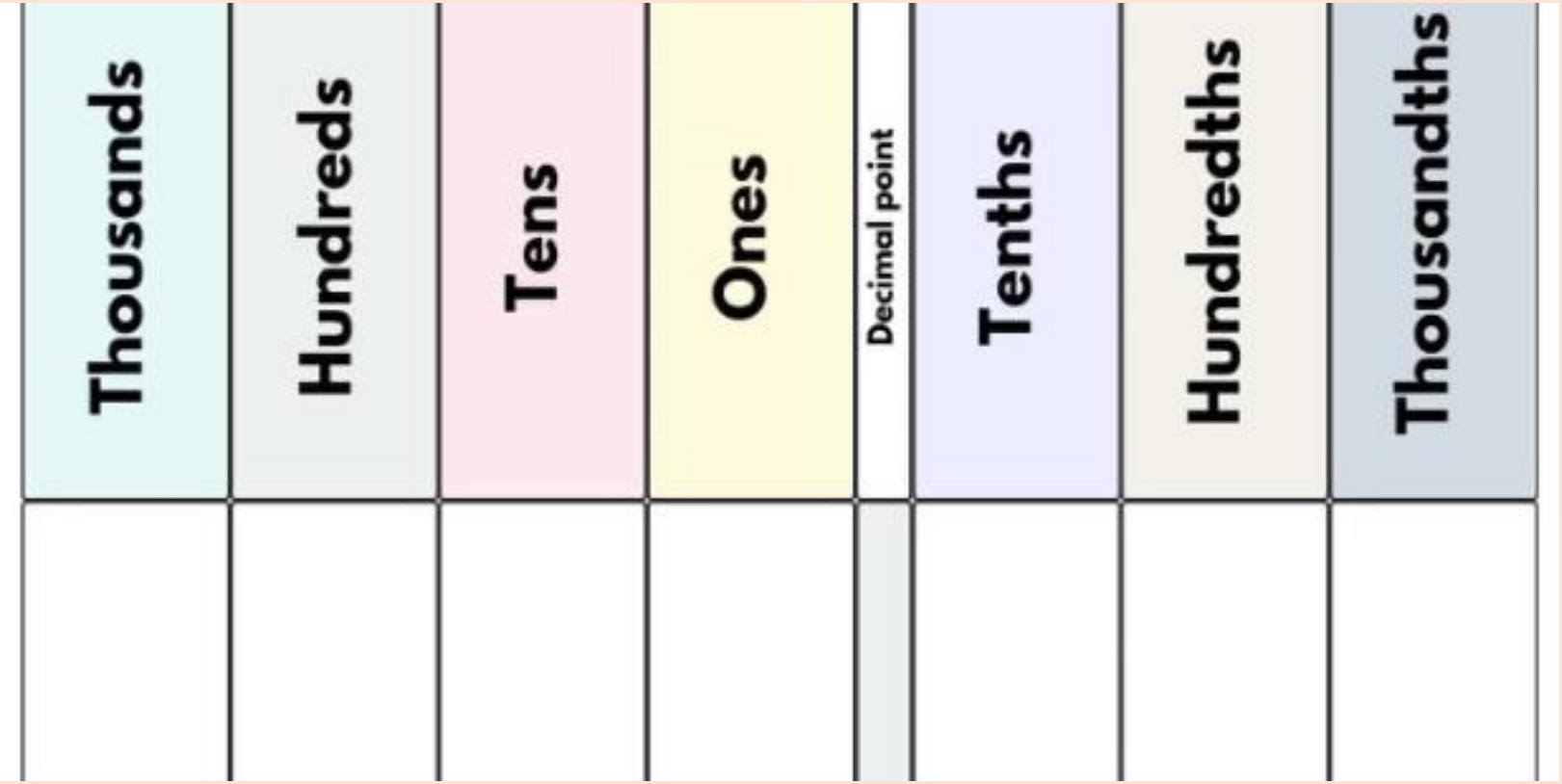
34

Challenge: Roni says that the place value grid with the most counters will represent the largest number. True or False?

I do

Use your place value chart to solve:

740 ÷ 10 =



Challenge: If 740 ÷ 100 = 7.40, what is 7.40 x 1000=?

We do

Use your place value chart to solve:

45 ÷ 10 =

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

Challenge: “When you divide 6.3 by 10, the decimal point moves one place to the left, so the answer is 63.”

Is Aisha correct? Explain why or why not using place value language.

You do

Use your place value chart to solve:

5 ÷ 10 =

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

Remember your place holder!

Challenge: 0.05 x 100 =

You do

□ ÷ 10 = 0.56

What is the missing number?

Challenge: 3.09 ÷ _____ = 0.309

Knowledge check

Answer the following question on your whiteboard

32 ÷ 10 =

Challenge: Mia says:

“The missing number in □ ÷ 10 = 0.048 is 4.8.”

Do you agree?

Independent

Solve:

1)24 ÷ 10 =

2)5 ÷ 10 =

3)98 ÷ 10 =

4)8 ÷ 10 =

5)102 ÷ 10 =

6)2 ÷ 10 =

7)403 ÷ 10 =

RP: Liam says:

“0.3 is the same as 3 tenths.”

Sophia says:

“0.03 is also 3 tenths because both numbers have a 3 in them.”

Who is correct? Explain your reasoning

Mastery challenge

Complete and explain.

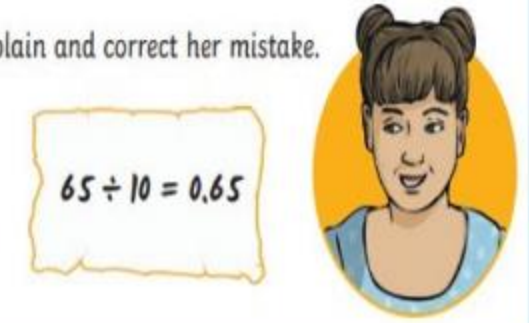
☐ ÷ 10 = 4.7

470 ÷ 10 = ☐

How are the two calculations related?

Challenge

Saba is dividing by 10. Explain and correct her mistake.



Greater Depth mastery

Kaidi and Malik are dividing 2-digit numbers by 10. They are using a place value chart and counters. They each give a clue.

Kaidi says,



We used 6 counters on our chart.

Malik says,



Our starting number has an odd number of counters in the ones column.

Tens	Ones	Tenths	Hundredths
	•		

What division calculations could they have solved? Find 3 possible answers.

Tuesday 10th November 2026

TBAT: use fronted adverbials.

3 in 3

Remember the comma!

1. Write out and underline the fronted adverbial in this sentence:

After school, we tested the circuit.

2. Add a fronted adverbial to this sentence:

Lila's eyes lit up.

3. Change this sentence by adding a fronted adverbial at the beginning:

The children worked carefully on the experiment.

CHALLENGE:

Rewrite this sentence by adding a fronted adverbial:

Lila climbed the mountain to find Razvani.

Reminder- Why do we need the comma after a fronted adverbial?

We need a comma for a fronted adverbial because it helps separate the extra information from the main part of the sentence, making the sentence clearer and easier to read.

When you start a sentence with a fronted adverbial, you use a comma after it to show that the main part of the sentence is coming next.

Example:

In the morning, we go for a walk.

Here, *"In the morning"* is the fronted adverbial, and the comma separates it from the rest of the sentence.

We will use a range of fronted adverbials in our letters to provide Lalchand with more information.

- Time – tells us when something happens
  Example: After much thought, Lila left home.

- Frequency – tells us how often something happens
  Example: Every day, she practised her firework skills.

- Place – tells us where something happens
  Example: On the mountain path, Lila felt afraid.

- Manner – tells us how something is done
  Example: With great bravery, Lila faced the lion.

- Degree of possibility – tells us how certain or unsure something is
  Example: Perhaps, the pirates would let her go.

Dojo's for anyone who can use commas in a list in one of their sentences!

The first sentence you will write will include a time adverbial.

Choose one from the list or think of your own!

You will write the adverbial and then finish the sentence. Remember: **YOU ARE NOW LILA!**

For example:

After thinking for a long time, I have decided to leave home and search for the Royal Sulphur.

Challenge
Write a sentence that includes a subordinating conjunction.

Time adverbial examples

- **Early this morning,**
- **Last night,**
- **Before sunrise,**
- **After thinking for a long time,**
- **After a while,**
- **Moments later,**
- **As the sun rose,**
- **After deciding what to do,**
- **After careful thought,**
- **Once I had made up my mind,**

The second sentence you will write will include a frequency adverbial.

Choose one from the list or think of your own!

For example:

Again and again, I was told I could not be a firework-maker.

Challenge
Write a sentence that includes an expanded noun phrase.

Frequency adverbial examples

- **Every day,**
- **Often,**
- **So many times,**
- **Again and again,**
- **Most nights,**
- **Usually,**
- **For a long time,**
- **At times,**

The second sentence you will write will include a place adverbial.

Choose one from the list or think of your own!

For example:

Far from home, I am thinking of you and hoping you will understand why I had to leave.

Challenge
Write a sentence that includes a year 3 & 4 spelling word.

Place adverbial examples

- **At the edge of the village,**
- **On the mountain path,**
- **Far from home,**
- **Beyond the forest,**
- **By the riverbank,**
- **Along the dusty road,**
- **Outside our home,**

The second sentence you will write will include a manner adverbial.

Choose one from the list or think of your own!

For example:

With determination, I set off on my journey to prove I can be a firework-maker.

Challenge
Write a sentence that includes alliteration.

Manner adverbial examples

- **With great courage,**
- **Carefully,**
- **Bravely,**
- **Quietly,**
- **Hastily,**
- **With determination,**
- **Nervously,**

The second sentence you will write will include a degree of possibility adverbial.

Choose one from the list or think of your own!

For example:

Undoubtedly, this journey will teach me everything I need to become a true firework-maker.

Challenge
Write a sentence that includes a subordinating conjunction.

Degree of possibility adverbial examples

- **Undoubtedly,**
- **Almost certainly,**
- **Without a doubt,**
- **Clearly,**
- **Surely,**

Tuesday 10th November 2026

TBAT: sing and play notes from a raag.

Need glockenspiels

Keywords

sitar	 a stringed instrument from India on which the **raag** is commonly played
raag	musical notes used to make a composition (from Sanskrit language meaning 'to colour')
saptak	the seven notes in Indian classical music - Sa, Re, Ga, ma, Pa, Dha, Ni

How a sitar player plays a raag

Explanation

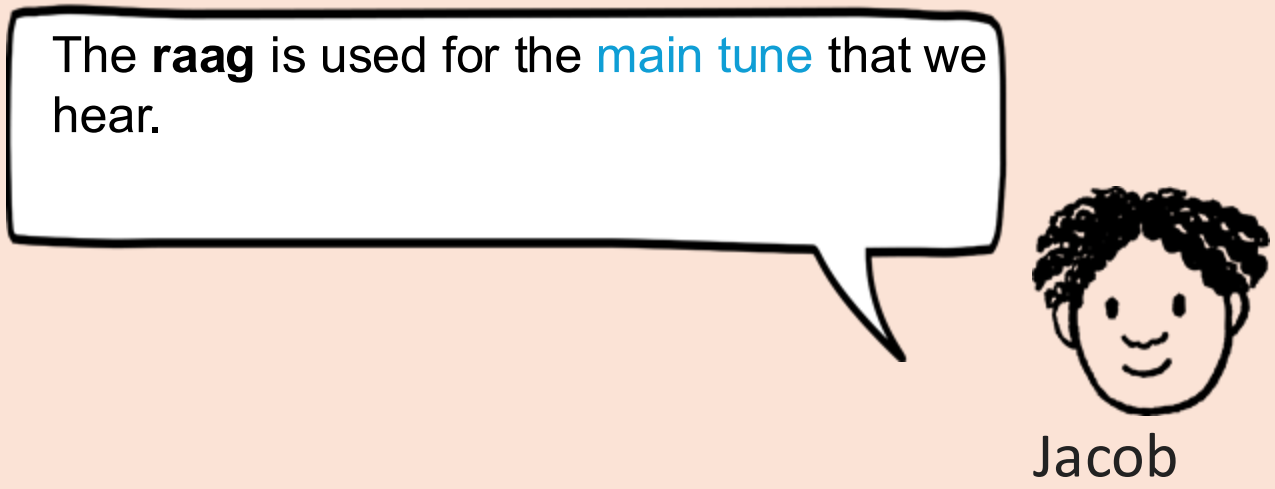


Photo credit: Darbar Arts Culture Heritage Trust

Jasdeep Singh Degun is a multi award winning **sitar** player and composer from Leeds.

The **sitar** is a melodic instrument. It plays the **raag.**

The **raag** is the melodic part of Hindustani classical music and is a combination of different notes.



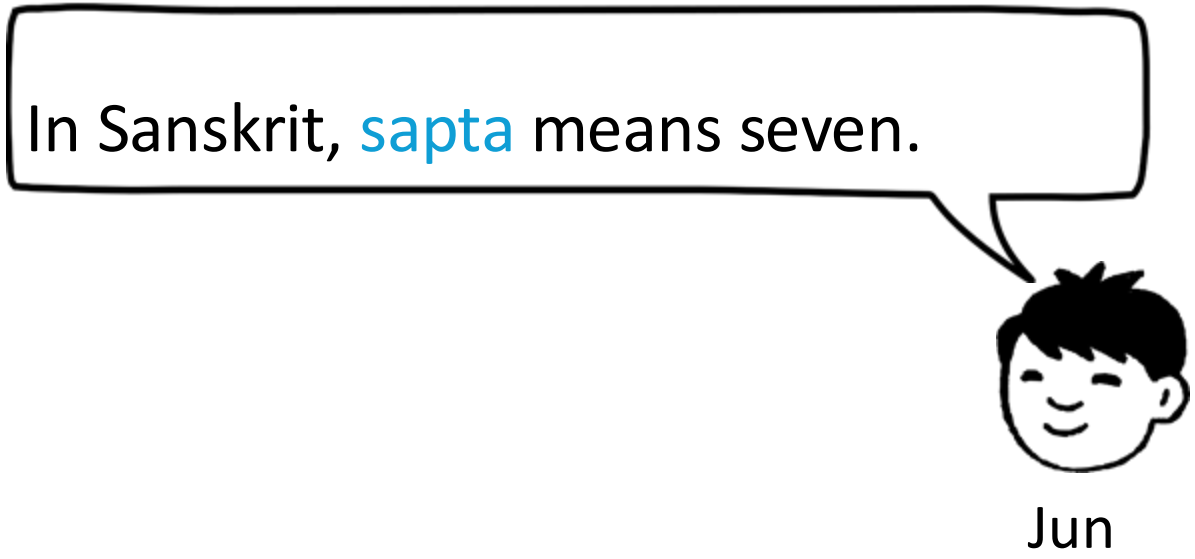
Once you've chosen a **raag**, you use that combination of notes.

In a Hindustani classical music concert, you don’t see music written down in any form.



A **sitar** player knows where all the sung notes are on the **sitar.**

Sanskrit is a classical language of India. Many ancient texts are written in this language.



The **saptak** are the seven notes:

Sa Re Ga ma Pa Dha Ni

Chant each note of the **saptak** as a whole class.

Sa Re Ga ma Pa Dha Ni

1. Listen to Jasdeep singing the **saptak**.

2. Sing along to the **sitar,** ascending and descending.

Sa, Re, Ga, ma, Pa, Dha, Ni, ‘Sa

‘Sa, Ni, Dha, Pa, ma, Ga, Re Sa



Laura



Image: Sitar, late 19th Century by Met Museum; licensed under CC0 1.0.

Raags in Hindustani classical music are often played on the **sitar**.

We know the notes in the **saptak** are:

Sa, Re, Ga, ma, Pa, Dha, Ni

This is similar to the solfège note names:

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

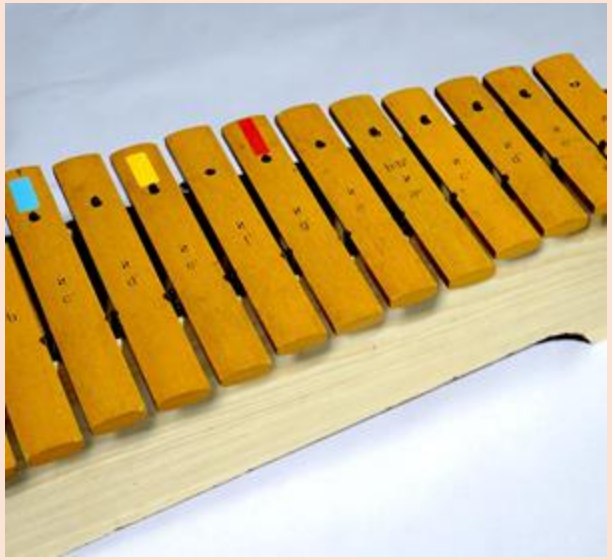
These can correspond to the notes:

C, D, E, F, G, A, B

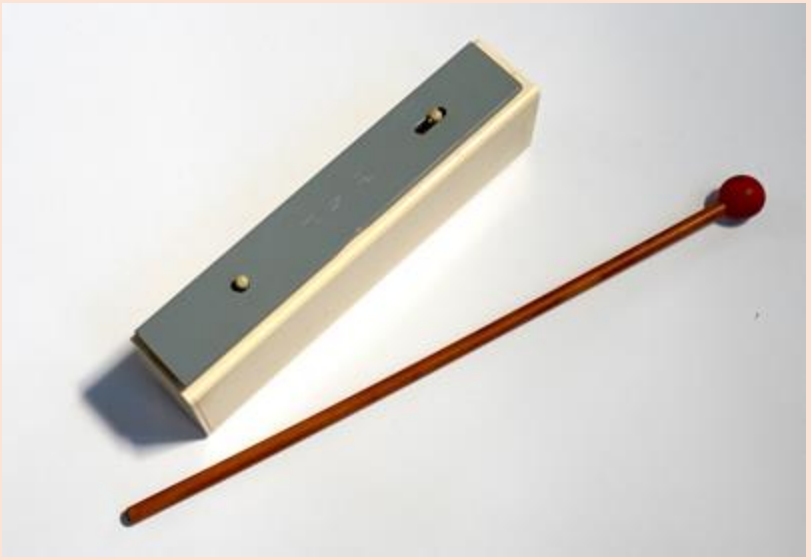
Use instruments available to you to play notes from a **raag**. You might use:



glockenspiel



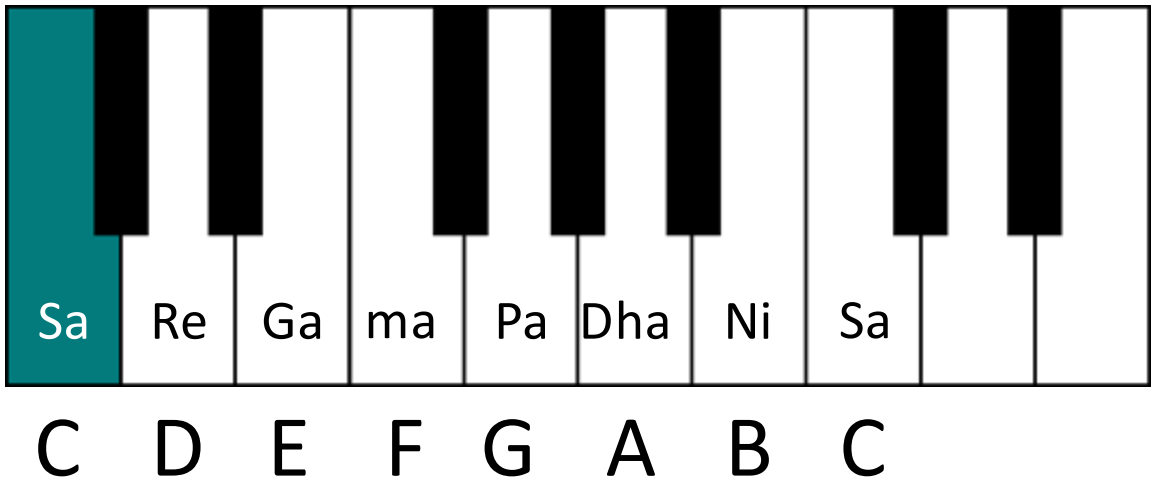
xylophone



chime bars

Left Photo: A pair of female vocal tanpuras by Martin Spaink; licensed under CC-BY SA 3.0. Middle Photo: Prop Tabla by Pakrashi; CC-BY SA 3.0; cropped and colour-enhanced. Right Photo: Sitar, late 19th Century by Met Museum; licensed under CC0 1.0.

Here are the notes in the **saptak** being played and sung. They are sung ascending and descending.

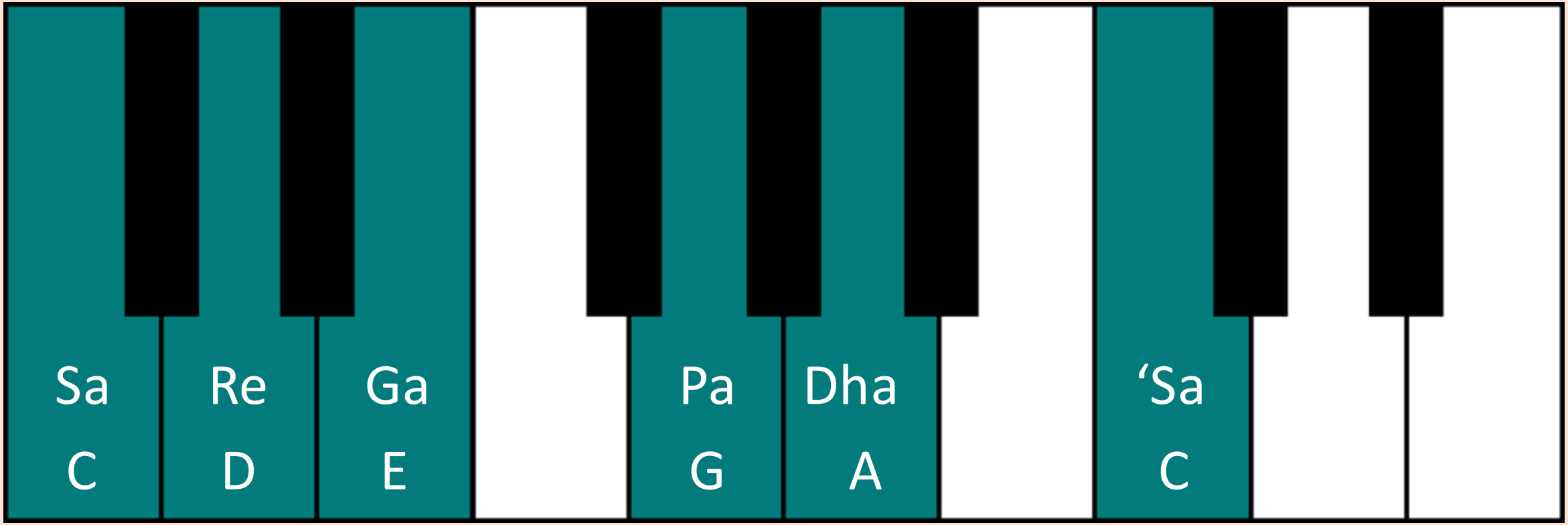


Play the notes of the **saptak** ascending and descending and sing them with a steady pulse.

Sa, Re, Ga, ma, Pa, Dha, Ni, ‘Sa

‘Sa, Ni, Dha, Pa, ma, Ga, Re Sa.

1. Find the notes from **Raag** Bhupali again.



2. Practise playing the aaroh and the avroh .

10.11.26

Handwriting – Year 3 & 4 spelling words

believe

bicycle

breath

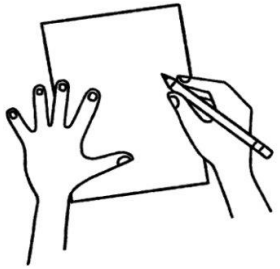
breathe

Handwriting warm-up

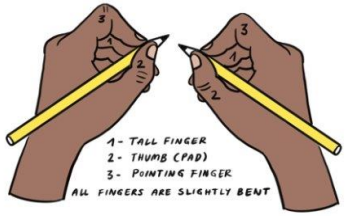
Before we start, what are these pictures reminding you to do?



- 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

believe

bicycle

breath

breathe

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

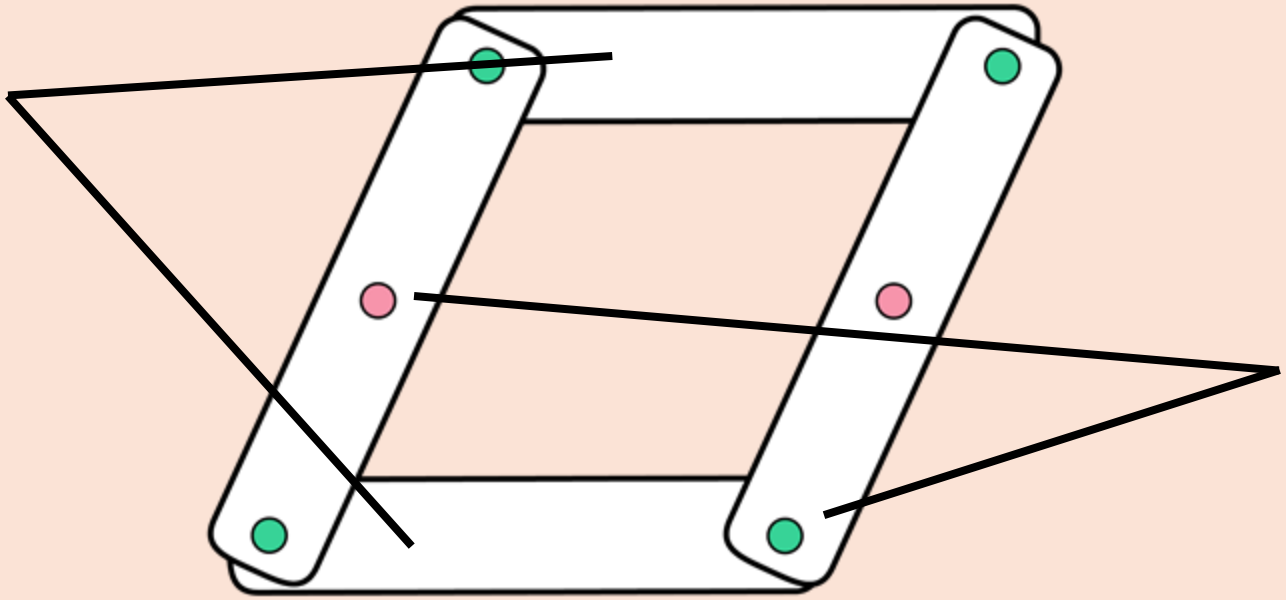
Tuesday 10th November 2026

TBAT: make parallel and push-pull linkages.

Keywords	
parallel linkage	a linkage that creates movement in the same direction using two pairs of levers
input	something that goes into a system
output	something that comes out of a system
push-pull linkage	a linkage that uses short levers to push and pull three other levers in the same direction

This is a **parallel linkage.**

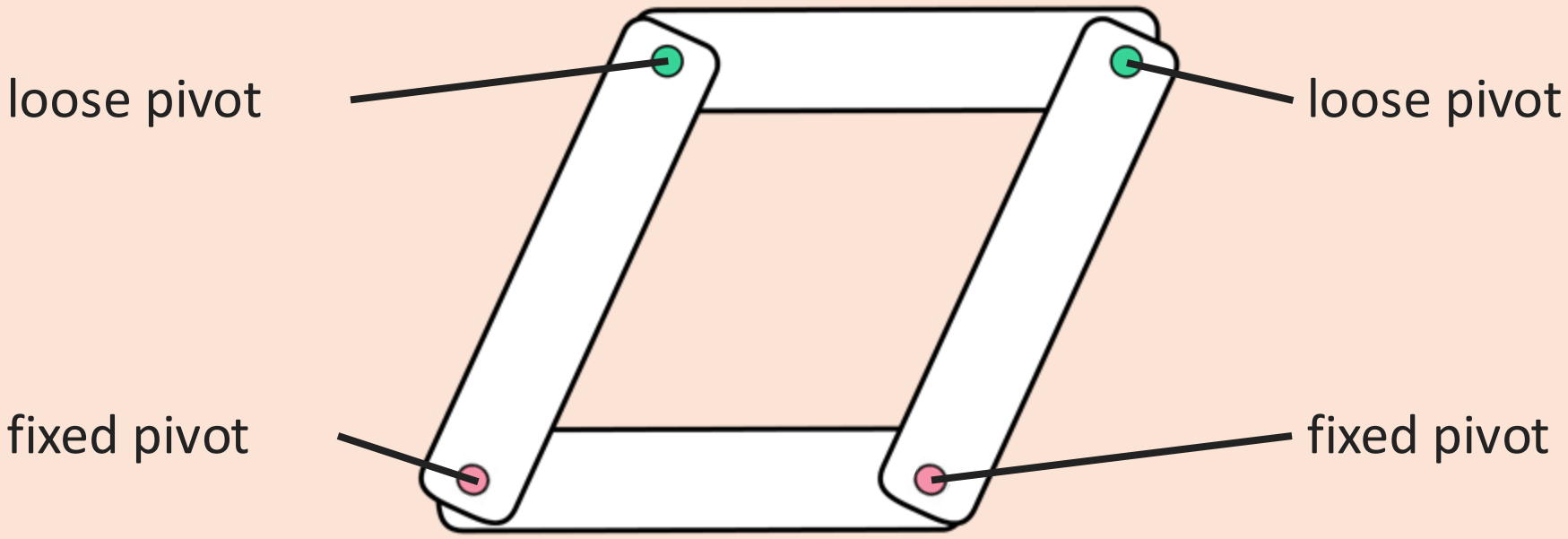
one pair of
parallel levers



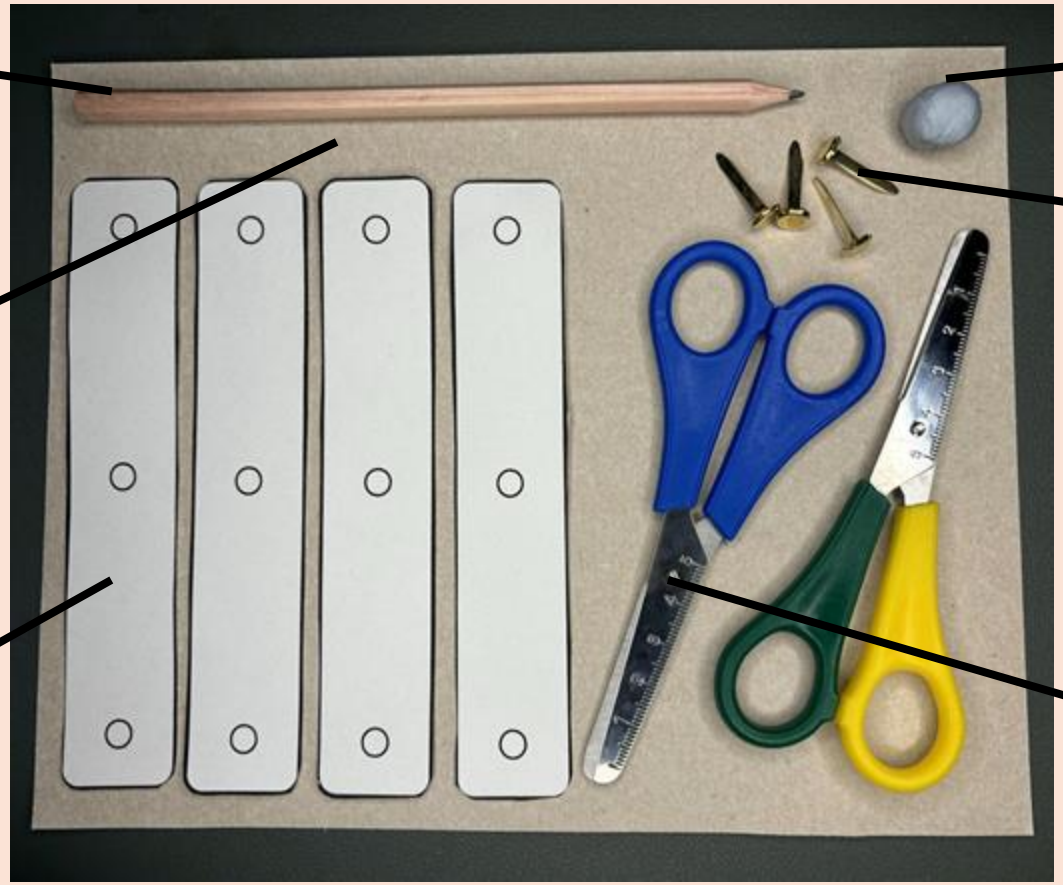
second pair of
parallel levers

Two pairs of levers work parallel (opposite) each other.
It also creates a **parallelogram**.

This **parallel linkage** has two fixed and two loose pivot points.



Equipment and resources to make the linkage. Reuse your card and split pins from last week.



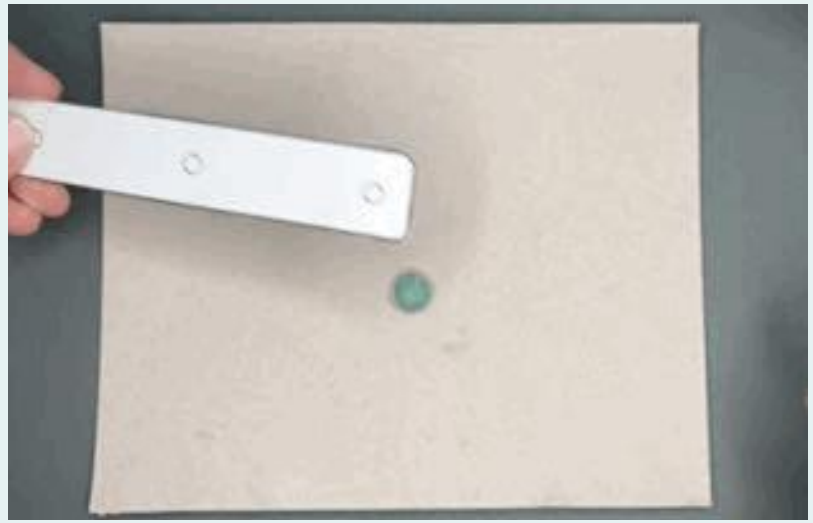
You will be adding to the linkages you made last week.

To safely and accurately make a hole in paper or card for split pins to go through:

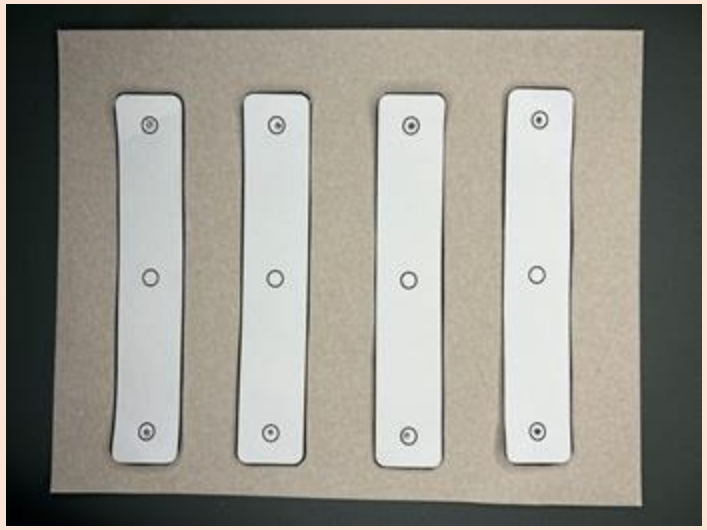
- place sticky tack underneath
- use a pencil to make the pilot hole

If the linkage doesn’t run smoothly, when you have added the split pin, try turning the split pin slightly to loosen it.

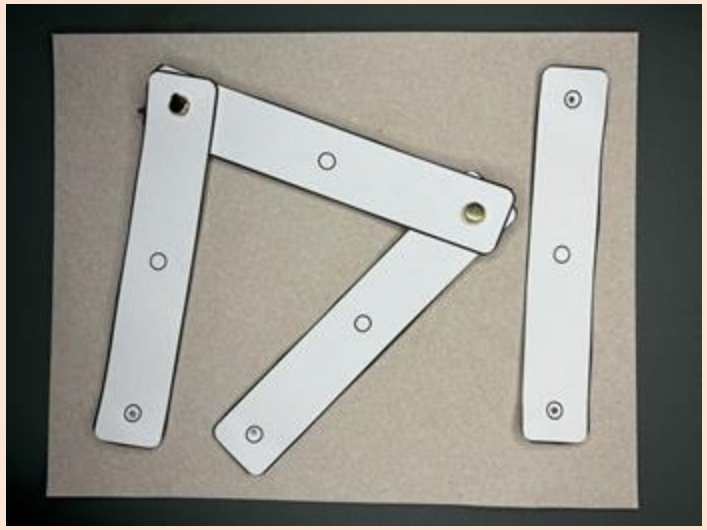
Your turn to practise



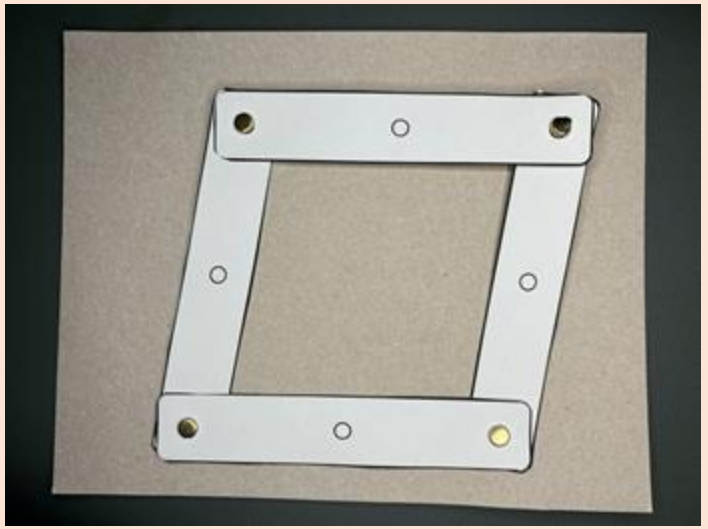
Stages of assembling a **parallel linkage**



Prepare holes carefully.

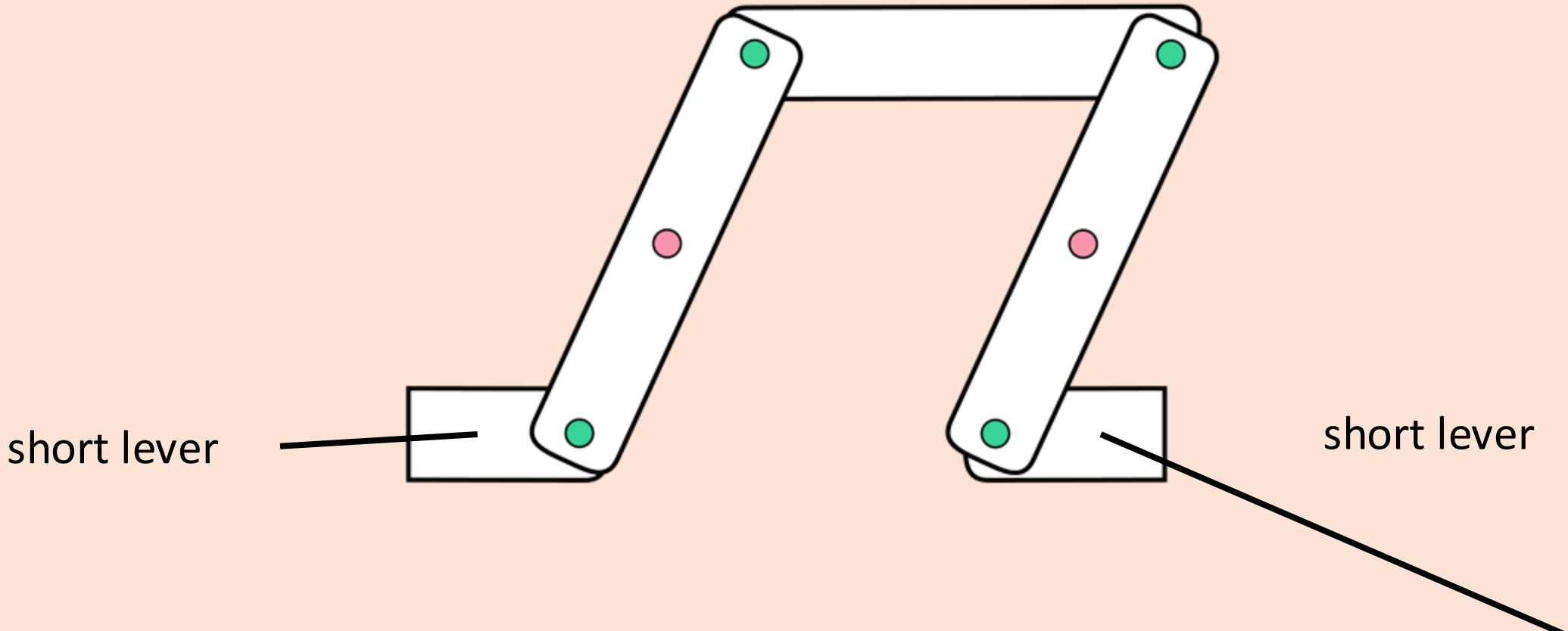


Create the loose pivots.

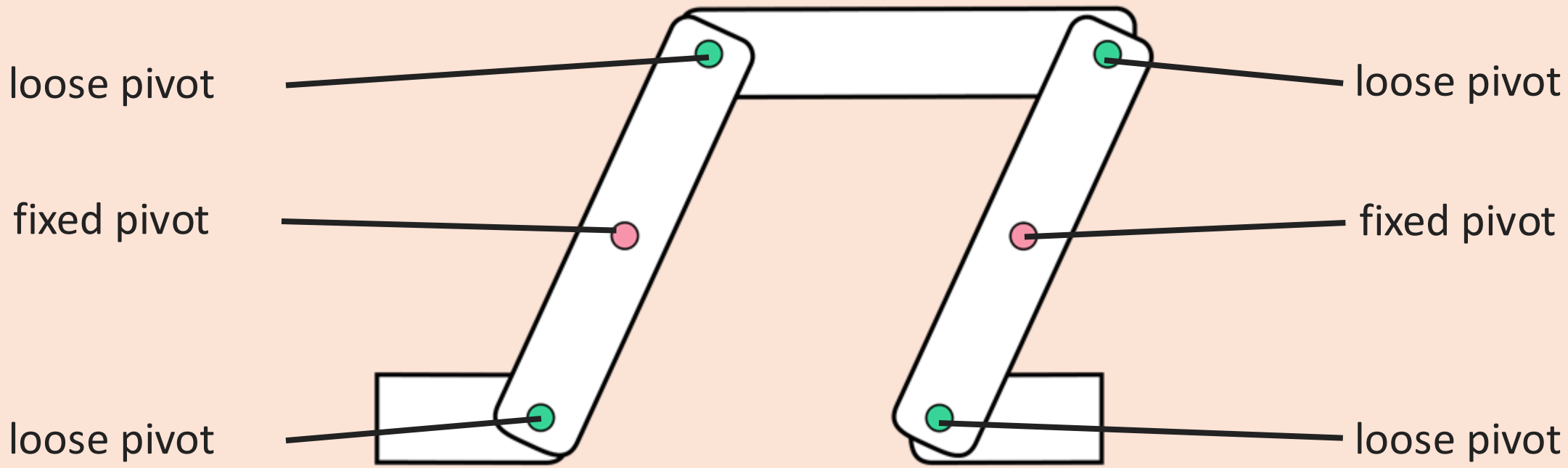


Attach the fixed pivot to the card.

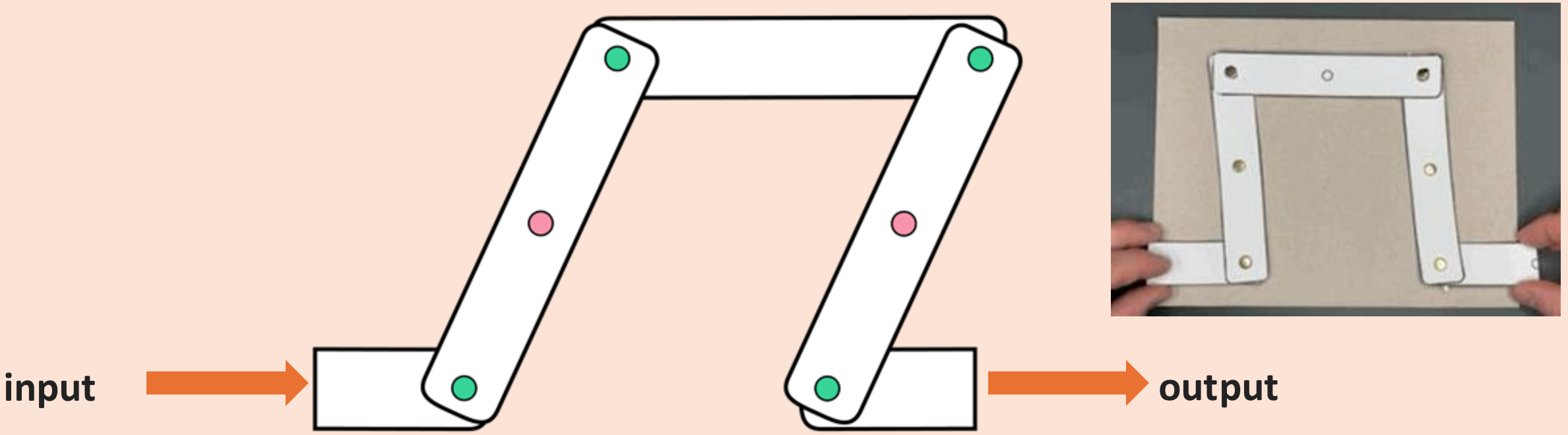
This is a **push-pull linkage**. This is called a **push-pull linkage** because the short levers at the bottom of the linkage are pushed and pulled to create movement.



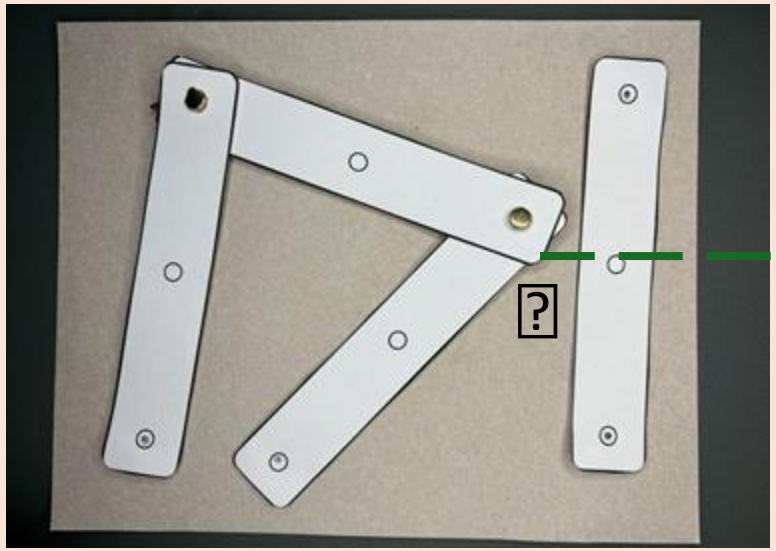
This **push-pull linkage** has two fixed and four loose pivot points.



In a **push-pull linkage**, the **input** creates movement in the same direction as the **output**. This is similar to the **parallel linkage.**



To create a **push-pull linkage**, you need three long levers and two short levers.



To create the short strip of card, cut one of your levers in half.

Tuesday 10th November 2026

TBAT: develop control in performing and landing rotation jumps.

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

Tuesday 10th November 2026

TBAT: develop control in performing and landing rotation jumps.

Success Criteria

- Bend your knees when landing.
- Land using a landing position with arms straight ahead.
- Look forward to help maintain balance.



Straight Jump





Key Points

- Begin with your hands by your side.
- Jump as you move arms up straight.
- Land with feet together in a landing position, arms in line with shoulders.

Get Set 4 Education

[Get Set 4 PE - Resource File forStraight Jump]