Wednesday 11th November 2026

11.11.26

Morning Challenge





Draw a poppy and write what Remembrance Day means to you.



What is Remembrance Day?

Remembrance Day is a day to remember all who fought in World War I.

It has also become a day to honour veterans and soldiers who are still serving for their country.

Poppies are worn on Remembrance Day as they are the flowers that grew on the battlefields when World War I ended. The poppies are also symbolic of the blood spilt during World War I.



Wednesday 11th November 2026

Extended reading

Questions

1. What does the word **"crept"** tell you about the way the BFG moved?
2. What effect does the description of the giant's saliva have on the reader?
3. How do you think Sophie feels while watching the BFG carry out his plan?
4. Why does the author build suspense before revealing whether the nightmare has entered the giant's nose?

'Wait!' he cried. 'Hold your horsefeathers! Keep your skirt on! Just you wait to see what I is going to bring about!' He galloped off fast to his cave with Sophie hanging on tight to the rim of the pocket. He rolled back the stone. He entered the cave. He was very excited. He was moving quickly. 'You stay where you is in my pocket, huggybee,' he said. 'We is doing this lovely bit of buckswashling both together.' He laid aside the dream-catching net but hung on to the suitcase. He ran across to the other side of the cave and grabbed the long trumpet thing, the one he had been carrying when Sophie had first seen him in the village. With the suitcase in one hand and the trumpet in the other, he dashed out of the cave.

What *is* he up to now, Sophie wondered.

'Peep your head up good,' the BFG said, 'then you will get a fine winkle of what is going on.'

When the BFG came near to the sleeping giants, he slowed his pace. He began moving softly. He crept on his toes towards the ugly brutes. They were still snoring loudly. They looked repulsive, filthy, diabolical. The BFG tip-toed around them. He went past the Gizzardgulper, the Bloodbottler, the Meatdripper, the Childchewer. Then he stopped. He had reached the Fleshlumpeater. He pointed at him, then he looked down at Sophie and gave her a big wink.

He knelt on the ground and very quietly he opened the suitcase. He took out of it the glass jar containing the terrible nightmarish trogglehumper.

At that point, Sophie guessed what was going to happen next.

Owtch, she thought. This could be rather dangerous. She crouched lower in the pocket so that only the top of her head and her eyes were showing. She wanted to be ready to duck out of sight very fast should anything go wrong.

They were about ten feet away from the Fleshlumpeater's face. The snoring-snorting noise he was making was disgusting. Every now and again a big bubble of spit formed between his two open lips and then it would burst with a splash and cover his face with saliva.

Taking infinite care, the BFG unscrewed the top of the glass jar and tipped the squiggling squirming faintly scarlet trogglehumper into the wide end of his long trumpet. He put the other end of the trumpet to his lips. He aimed the instrument directly at the Fleshlumpeater's face. He took a deep breath, puffed out his cheeks and then *whoof!* He blew!

Sophie saw a flash of pale red go darting towards the giant's face. For a split second it hovered above the face. Then it was gone. It seemed to have been sucked up the giant's nose, but it had all happened so quickly, Sophie couldn't be sure.

'We had better be skiddling away quick to where it is safe,' the BFG whispered. He trotted off for about a hundred yards, then he stopped. He crouched low to the earth. 'Now,' he said, 'we is waiting for the gun and flames to begin.'

They didn't have long to wait.

The air was suddenly pierced by the most fearful roar Sophie had ever heard, and she saw the Fleshlumpeater's body, all fifty-four feet of it, rise up off the ground and fall back again with a thump. Then it began to wriggle and twist and bounce about in the most violent fashion. It was quite frightening to watch.



'Eeeow!' roared the Fleshlumpeater. 'Ayeee! Oooow!'

What does the word **"thrashing"** tell you about the giant's movements?

Why does the giant keep repeating the word "Jack"?

'He's still asleep,' the BFG whispered. 'The terrible trogglehumping nightmare is beginning to hit him.'

'Serves him right,' Sophie said. She could feel no sympathy for this great brute who ate children as though they were sugar-lumps.

'Save us!' screamed the Fleshlumpeater, thrashing about madly. 'He is after me! He is getting me!'



The thrashing of limbs and the waving of arms became more violent by the second. It was an awesome thing to watch such a massive creature having such mighty convulsions.

'It's Jack!' bellowed the Fleshlumpeater. 'It's the grueful gruncious Jack! Jack is after me! Jack is wackcrackling me! Jack is spikesticking me! Jack is splashplunking me! It is the terrible frightswiping Jack!' The Fleshlumpeater was writhing about over the ground like some colossal tortured snake. 'Oh, spare me, Jack!' he yelled. 'Don't hurt me, Jack!'

'Who is this Jack he's on about?' Sophie whispered.

'Jack is the only human bean all giants is frightened of,' the BFG told her. 'They is all absolutely terrified of Jack. They is all hearing that Jack is a famous giant-killer.'

'Save me!' screamed the Fleshlumpeater. 'Have mercy on this poor little giant! The beanstalk! He is coming at me with his terrible spikesticking beanstalk! Take it away! I is begging you, Jack, I is praying you not to touch me with your terrible spikesticking beanstalk!'

'Us giants,' the BFG whispered, 'is not knowing very much about this dreaded human bean called Jack. We is knowing only that he is a famous giant-killer and that he is owning something called a beanstalk. We is knowing also that the beanstalk is a fearsome thing and Jack is using it to kill giants.'

Do you think the giant deserves what is happening to him? Explain your opinion using evidence from the text.

11.11.26

Times tables/Just know its

8 x 7 =

2 x 7 =

3 x 7 =

9 x 7 =

4 x 7 =

1m = ____cm

1cm = _____mm

Challenge: How many mm are there in 2 m?

3 minutes

11.11.26

TBAT: understand how decimals change when multiplied by 10.

3 in 3

1) Reduce 2/4 to its simplest form

2) 30.2 ÷ 10 =

3) 13 x 8 =

Challenge

1) 0.1 more than 5.6 =

2) 0.01 less than 9.99 =

11.11.26

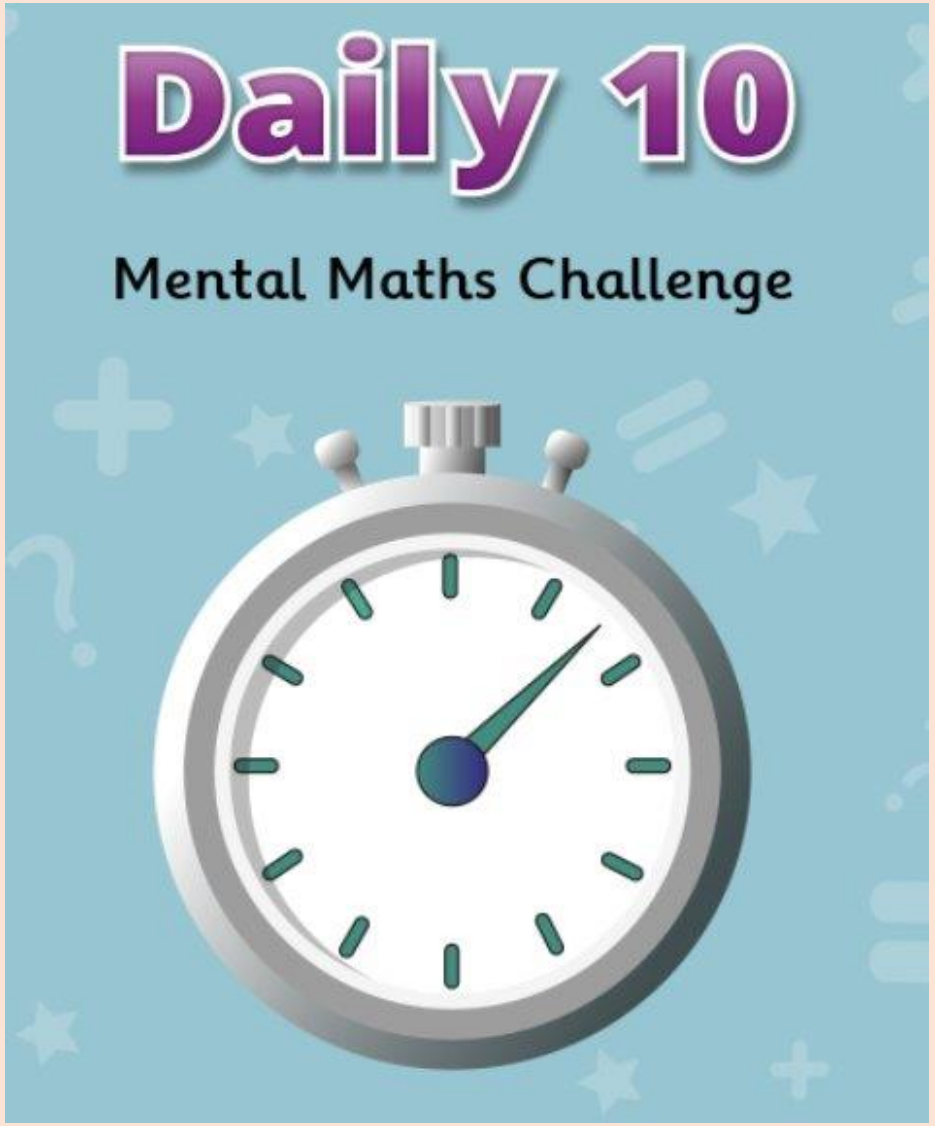
TBAT: understand how decimals change when multiplied by 10.

Key Vocabulary

Fraction
decimal place
Tenths
Hundredths

Daily 10 - Mental Maths Challenge - Topmarks

Level 4- 7 times tables



You do

Partner talk

How do I write this as a decimal?

4/10

Challenge: How would you write 0.08 as a fraction?

I do

Use your place value chart to solve:

4.2 x 10 =

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

Challenge: If 32 x 100 = 3200, what is 3.2 x 1000=?

We do

Use your place value chart to solve:

2.39 x 10 =

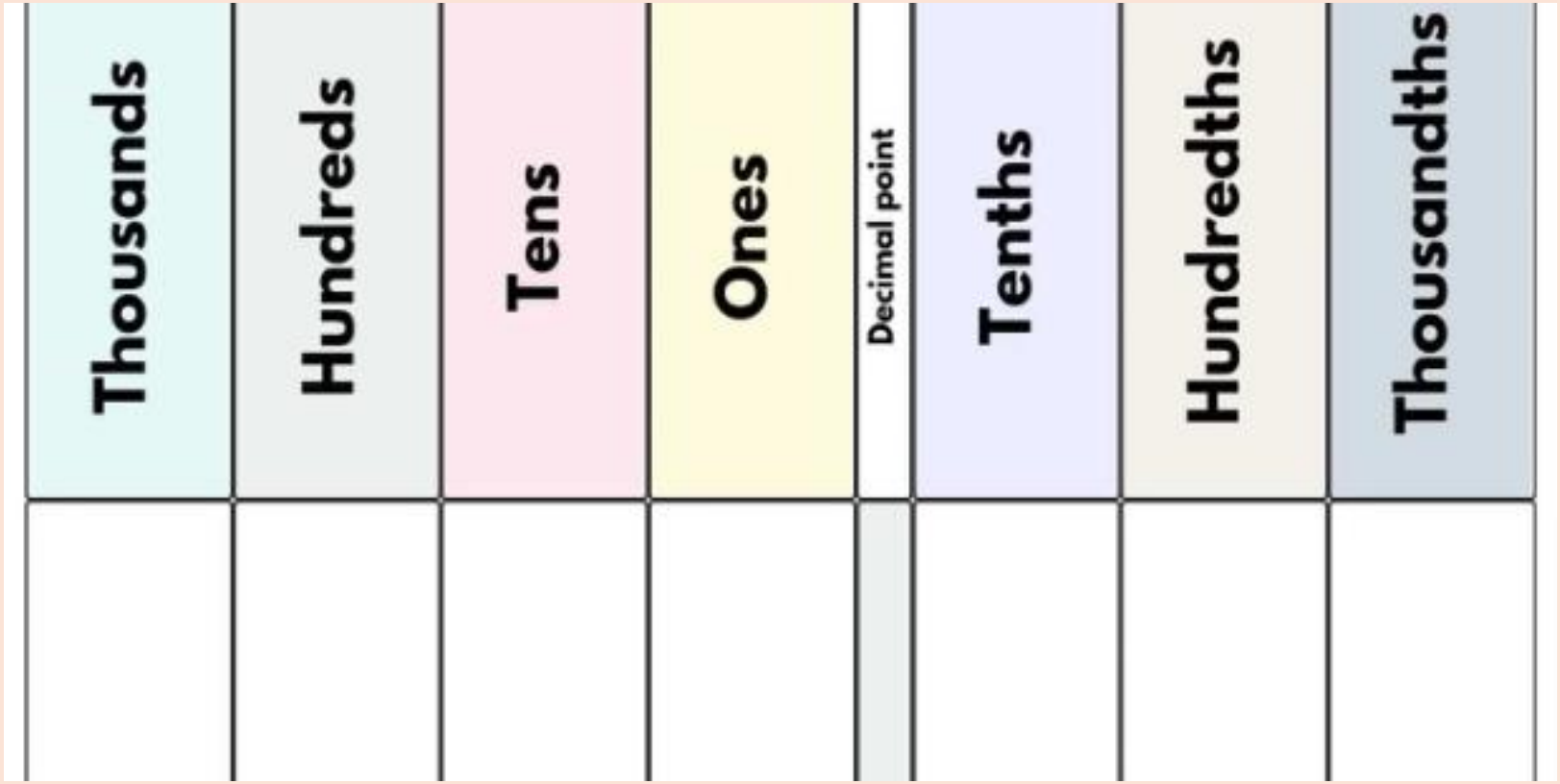
Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

Challenge: Aisha says, “When you multiply 6.3 by 10, the decimal point moves one place to the right, so the answer is 0.63.” Is Aisha correct?

You do

Use your place value chart to solve:

0.6 x 10 =



Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

Challenge: 0.902 ÷ 10 =

You do

□ x 10 = 5.8

What is the missing number?

Challenge: 38.04 x _____ = 3804

Knowledge check

Answer the following question on your whiteboard

72 x 10 =

Challenge: Mia says:

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

Do you agree?

Independent

1) 2.4 × 10 =
2) 0.5 × 10 =
3) 9.8 × 10 =
4) 0.8 × 10 =
5) 10.2 × 10 =
6) 0.2 × 10 =
7) 40.3 × 10 =

RP: In the number 6.09, there are 0 tenths. Does that mean we can remove the 0 and write the number as 6.9? Explain your reasoning using place value.

Mastery challenge

Complete and explain.

☐ × 10 = 8.4

8.4 × 10 = ☐

How are the two calculations related?

Challenge

Maisie is multiplying by 10. She says, 6.98 x 10 =698.0. Is she correct? Explain your answer using place value.

Greater Depth mastery

Kaidi and Malik are multiplying a decimal number by 10. They are using a place value chart and counters. They each give a clue.

Kaidi says:
"*We used 7 counters on our chart.*"
Malik says:
"*Our starting number had an odd number of tenths.*"

What multiplication calculation could they have solved? Find 3 possible answers.

Remembrance Day assembly
10:45am

Wednesday 11th November 2026

TBAT: plan an informal letter.

3 in 3

Writing informal letters

You cannot write an informal letter to someone important that you do not know because informal letters are for people you know well, like friends or family. Informal letters use friendly and casual language, which may seem too familiar or disrespectful to someone you do not know. Important people, like a headteacher or company manager, expect polite and serious language. That is why you should write a formal letter instead, to show respect and make sure your message is taken seriously.

1.Who are informal letters for?

2. Why might informal language seem disrespectful?

3.What type of letter should you write to an important person you do not know?

Wednesday 11th November 2026

TBAT: plan an informal letter.

Look at the letter from Lila to her dad.

Remember – you are writing in first person as Lila.

You completed your introduction in Friday's lesson so you will not be planning for that!

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

Wednesday 11th November 2026

TBAT: plan an informal letter.

(Informal greeting)

Greeting	
Paragraph 1 Mount Merapi Royal Sulphur Razvani Dangerous	
Paragraph 2 Upset/angry Capabilities as a girl Proving her strength	

Challenge: Can you include a rhetorical question and an exclamation sentence?

Example:

Paragraph 1:
I have to go to Mount Merapi to get the Royal Sulphur. It is guarded by Razvani (fire-fiend). It will be dangerous to obtain.

Paragraph 2:
I am upset and angry that people do not think I can be a firework-maker because I am a girl. I know I am capable and strong enough to succeed. I am going to prove my strength.

Wednesday 11th November 2026

TBAT: plan an informal letter.

Conclusion Miss you lots Please don't be annoyed Love you	
Sign off	

Example:

Conclusion:
I will miss you lots.
Please don't be annoyed with me.
I hope you understand why I had to go.
Love you always.

Sign off:
Yours lovingly,
Your baby girl,
Your loving daughter,

Wednesday 21st January 2026

TBAT: plan an informal letter.

Fronted adverbial sentence	
Singular and plural possessive apostrophe examples	
Year 3 / 4 spellings	Choose some that you could include in this letter. You MUST then include them, spelt correctly.

Do not stick the plan in. Your teacher will collect them and hand them back out tomorrow. Leave a space to stick it in.

Example:

Fronted adverbial sentence:
Choose one of your sentences from Yesterday's lesson (Tues 20th) and write it onto your plan. You MUST include this in your letter.

Singular/plural apostrophes:
Mount Merapi's Sulphur
Razvani's Mountain
The fire-work makers' tools
The dragons' flames

Year 3 / 4 spellings:
Learn
Position
Probably
through

Wednesday 11th November 2026

TBAT: explain how many Hindus see the world as divine and as a mother.

Lesson 2 Keywords

Repeat after me...

divine	of or like God
interconnected	linked or related to each other
guru	a wise person and spiritual teacher

Wednesday 11th November 2026

TBAT: explain how many Hindus see the world as divine and as a mother.

Partner talk:

What is an ultimate question?

Challenge: List 3 ultimate questions

Wednesday 11th November 2026

TBAT: explain how many Hindus see the world as divine and as a mother.

Sofia explains how we use philosophy in Religious education.



Sofia

Philosophy is interested in what we know and how we know it. Philosophers ask questions about how people think or reason about the world around them, and how we can know what is true or real.

We can better understand worldviews by using philosophical tools like thought experiments, critical thinking and reasoning.

Wednesday 11th November 2026

TBAT: explain how many Hindus see the world as divine and as a mother.

Hindus tell many stories about how the universe began.
Here's one version:



At first, there was only darkness. The deity Vishnu slept on a serpent. The sound aum rang through the universe, waking Vishnu.

A lotus grew from his belly, with Brahma sitting on it.

The deity Brahma created the Earth, sky, heavens, animals and people.

Wednesday 11th November 2026

TBAT: explain how many Hindus see the world as divine and as a mother.

This is Dhanu. She has a Hindu worldview.
Dhanu describes how she interprets the creation story.



Dhanu

In the story, Brahma creates a world filled with life. All the elements of life are in balance. Air gives us life because we breathe oxygen released from trees. We have water to drink and oceans full of fish. The sun provides heat and light.

Wednesday 11th November 2026

TBAT: explain how many Hindus see the world as divine and as a mother.





Dhanu

When I look at this photograph, I see all these elements from the creative power of Brahma and the love of Vishnu.
For me, the Earth is not just a lump of rock in space.
The world is part of the **divine**.
God is not somewhere up in the sky.
All the planet and all life is filled with God.

Wednesday 11th November 2026

TBAT: explain how many Hindus see the world as divine and as a mother.

What can you see in this photograph?



What connections can you make between the bee and the flower?

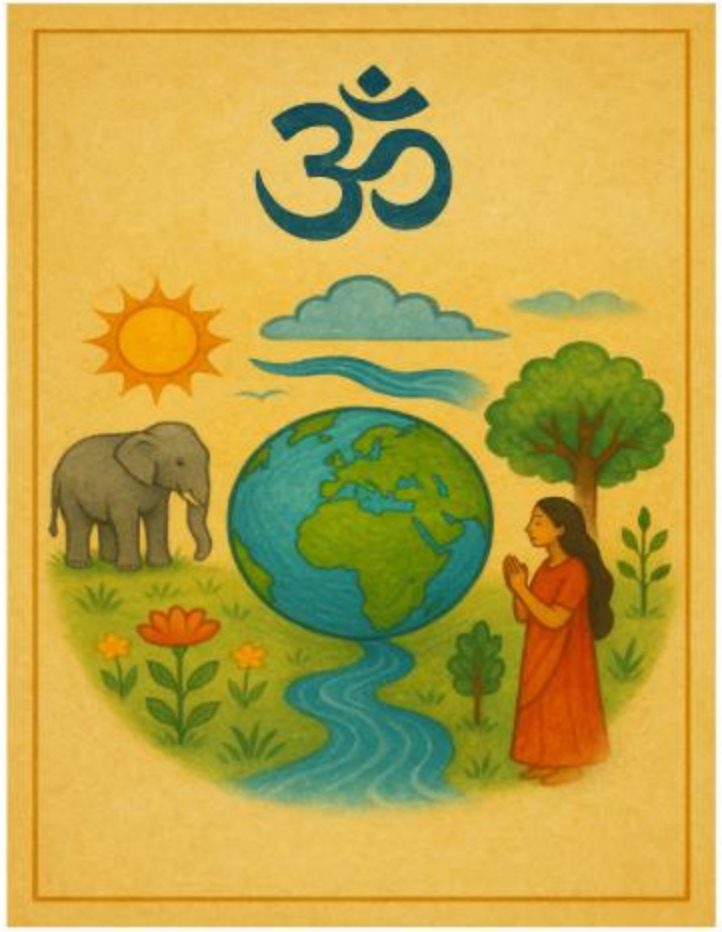
Bees and flowers need each other. Bees gather nectar for food from the flower.

The flower coats the bee with pollen, which helps fertilise the plant.

Bees and flowers are **interconnected.**

Wednesday 11th November 2026

TBAT: explain how many Hindus see the world as divine and as a mother.



What can you see in this image?

Aum is the sacred symbol that refers to Brahman; the **divine**. It was the sound at the start of the universe.

In Hindu Dharma, the Earth is seen as **divine**. It is all part of Brahman.

Animals, people, rivers and skies all depend on each other.

Everything is **interconnected**.

Dhanu says, "when I look at the world, I see the divine or God in everything. We are all interconnected. We all need each other."

Task A: In groups, you are going to draw a mind map of all the things in the world that are interconnected.

Bees need pollen

Interconnected

Humans need oxygen

<u>Ideas:</u>

Plants

Predators and prey

Leaders and followers

The group that produce the most will receive a Dojo/marble!

11.11.26

Handwriting – Year 4 & 4 spelling words

build

busy

business

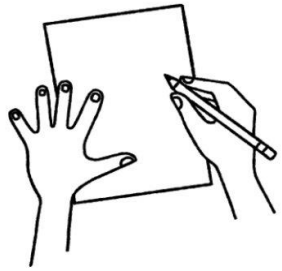
calendar

Handwriting warm-up

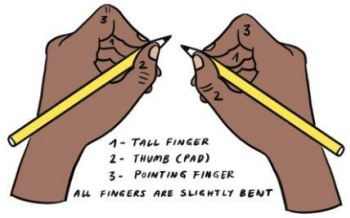
Before we start, what are these pictures reminding you to do?



- 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

build

busy

business

calendar

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

Wednesday 11th November 2026

TBAT: edit and combine tracks to make new audio.

Keywords	
track	a single recording of a sound
waveform	a graphical representation of audio
trim	to remove part of an audio waveform
align	to change the time at which an audio track starts playing

A podcast is a recording that is made available over the internet. It can be downloaded and played on a digital device.





Podcasts are produced by recording engineers in recordin studios with high-quality equipment.

Who might record a podcast?



people who feel they have something interesting to say



people who share the same hobby or interest



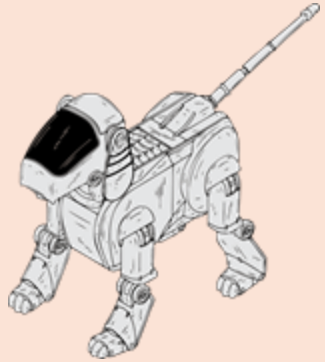
people who teach others

Think about topics that you can use for a podcast — for example:

creative	**educational**	**interview**	**game**
adventure story	space explorers	meet a hero	memory challenge
solve a mystery	dinosaur detectives	inventors	brain teasers
joke hour	how something works	family story	guessing game









Listen to the podcast and use the questions to help you decide the features of a podcast.

- Who can you hear?
- What topic is being spoken about?
- Is there any music?
- Are there any sound effects?



Listen here to the podcast.

When sound is recorded the audio appears as a **track**.

The **track** appears like a wave. This is called a **waveform**.

The **waveform** will be big if you shout loudly.

If you whisper, the wave is small.

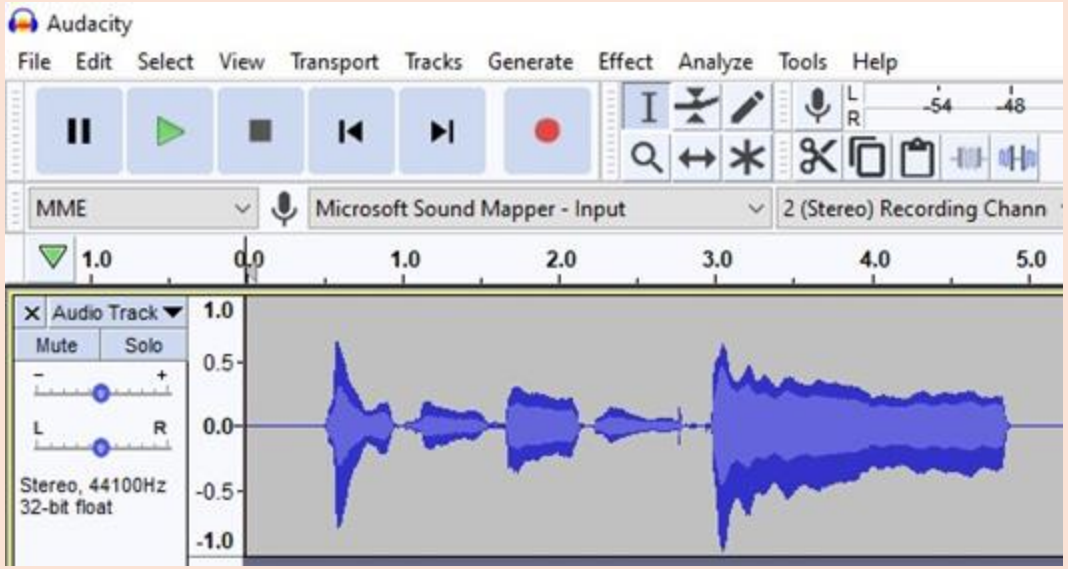


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When sound is recorded the **waveform** will appear. You will be able to see how loud or quiet your **track** is by using the scale.

this scale shows the volume of the **track**

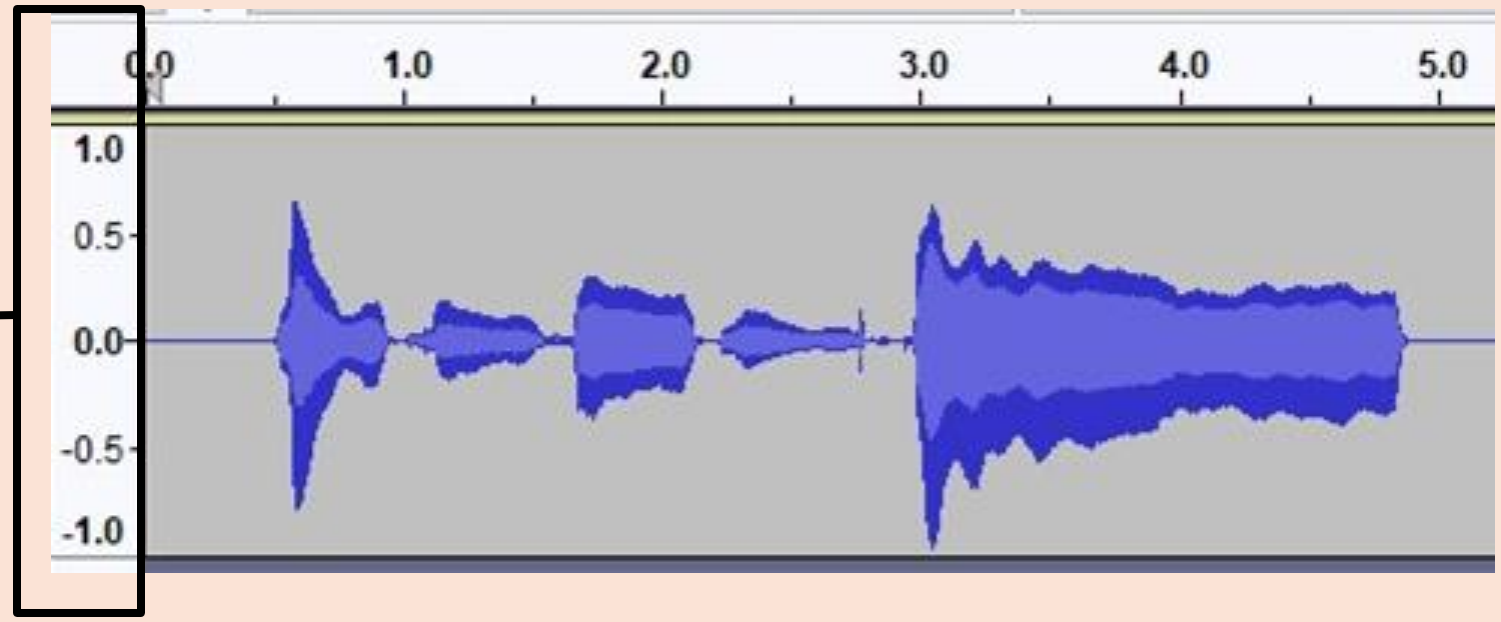
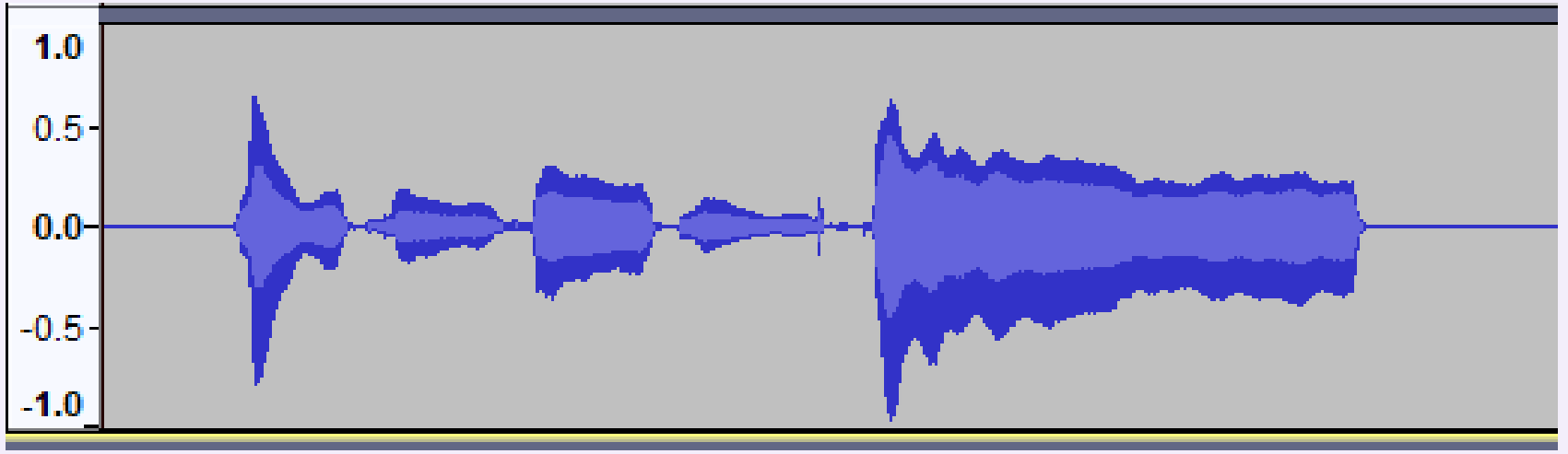


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Why should you aim to keep your recording between +0.5 and –0.5?



The sound will be clear to listen to and will not become too loud. It will not hurt the listener's ear and become distorted.

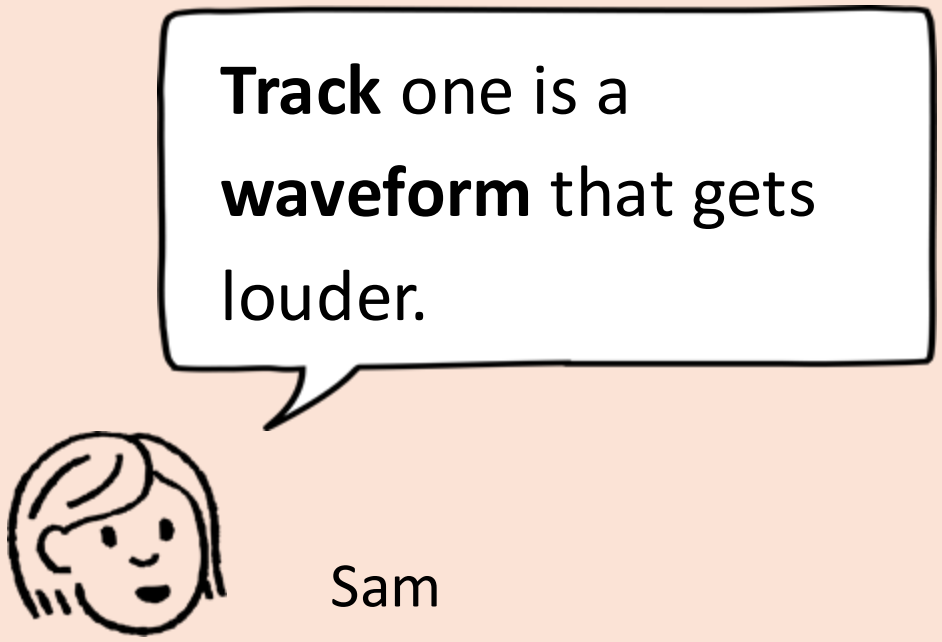
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Task A Record audio tracks

Practice

Now it's your turn! Working in pairs, record yourself humming three different **tracks**. Practise controlling your volume. Take it in turns to record your track.

You have 20 minutes.



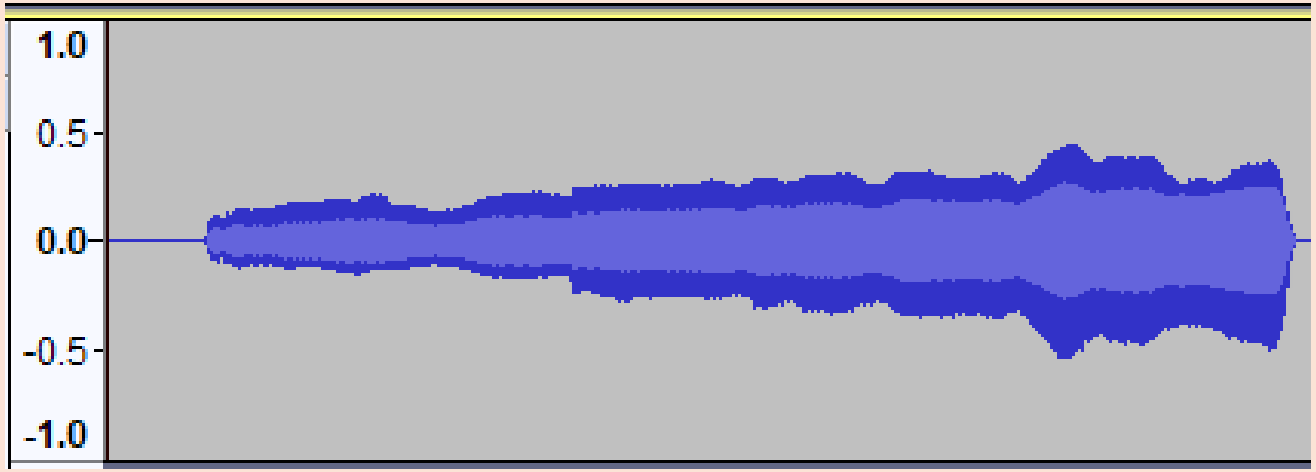
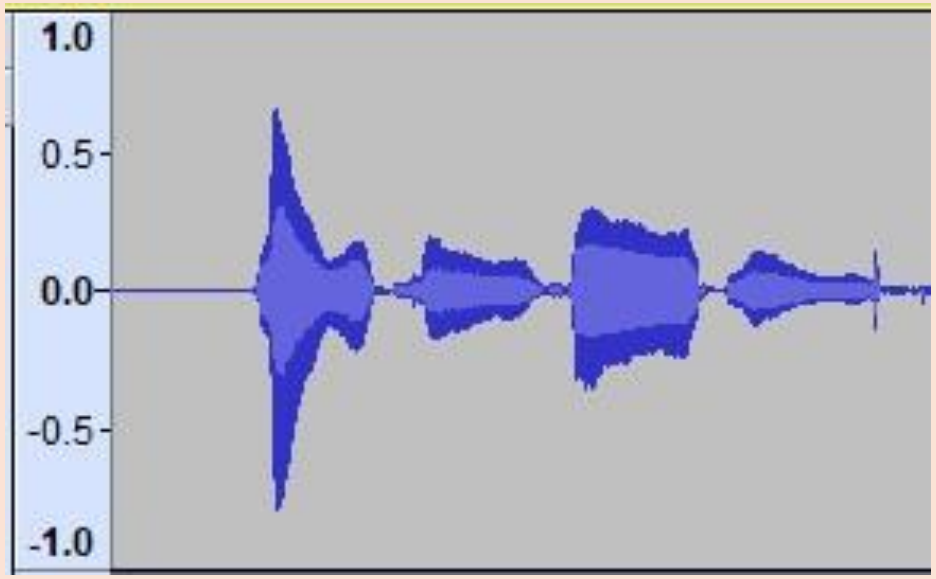


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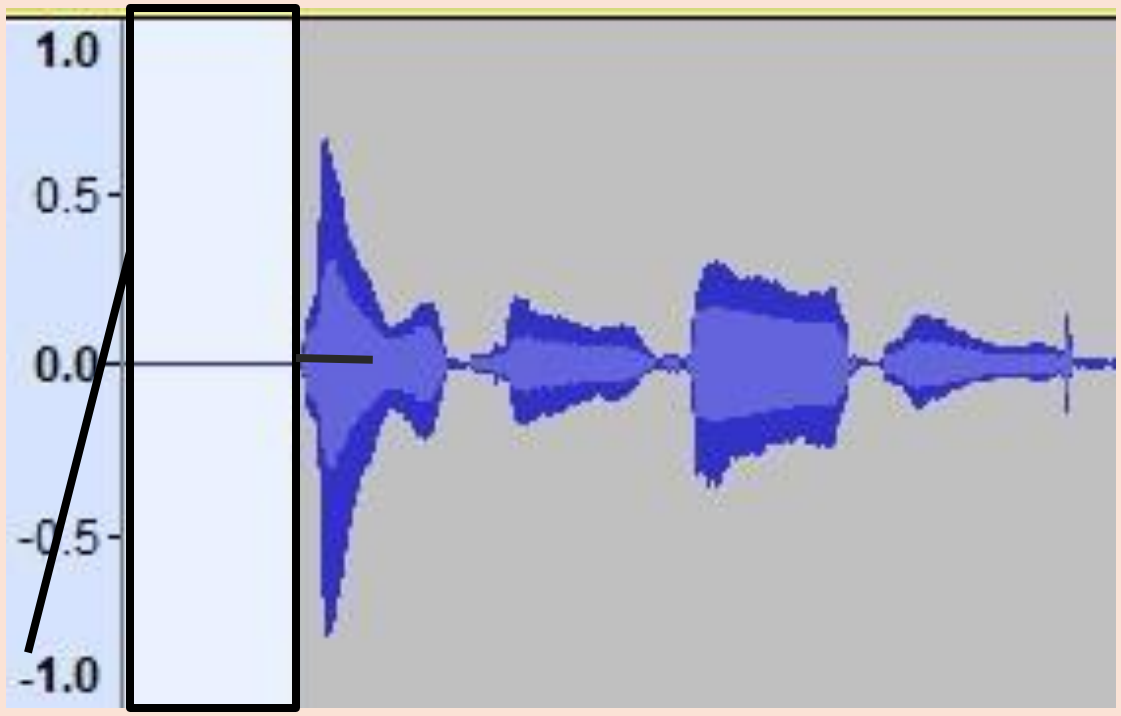
Computers let you change audio in a recording. You can take out any section of the **track** you do not want or need.



Looking at this **waveform**, can you identify and explain which sections are not needed?

You might want to remove quiet parts at the beginning and end of a recording.

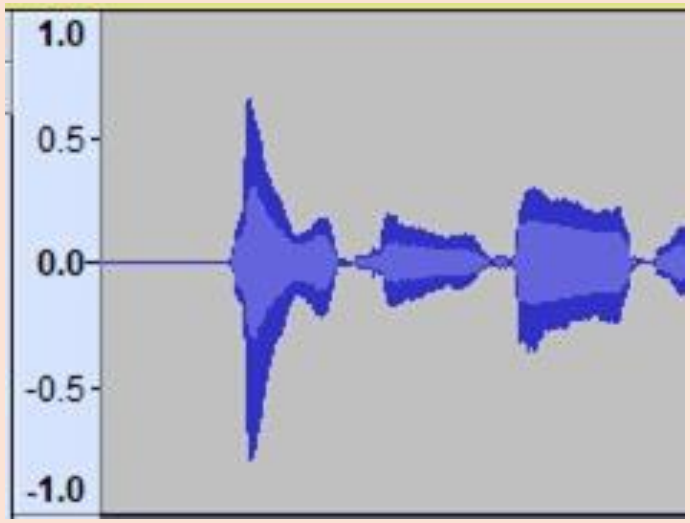
remove



To select or choose the section of the **waveform** you want to delete, click at the end of the section you do not need.

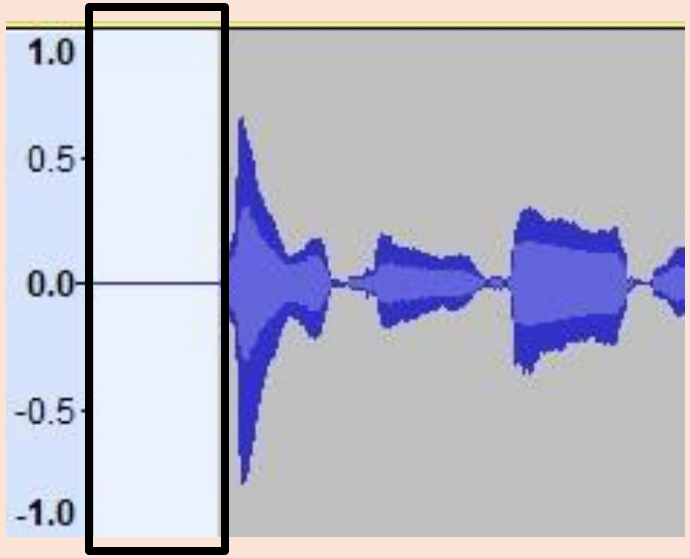
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Let's look at the steps needed to help you **trim** your **track**.



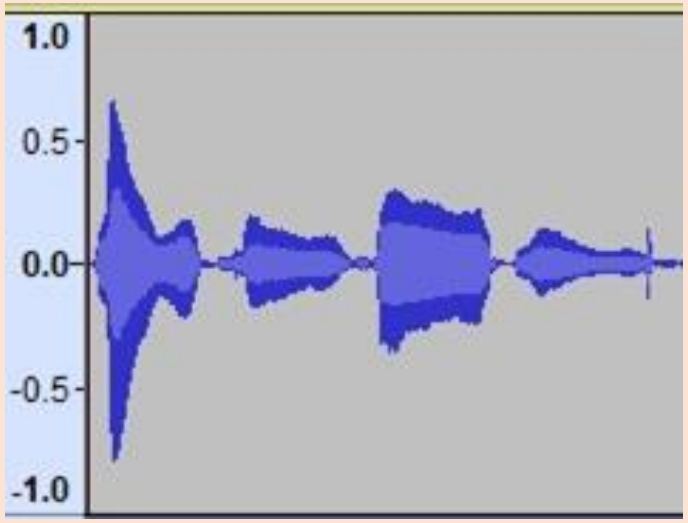
step 1

record the audio



step 2

select the section to be removed



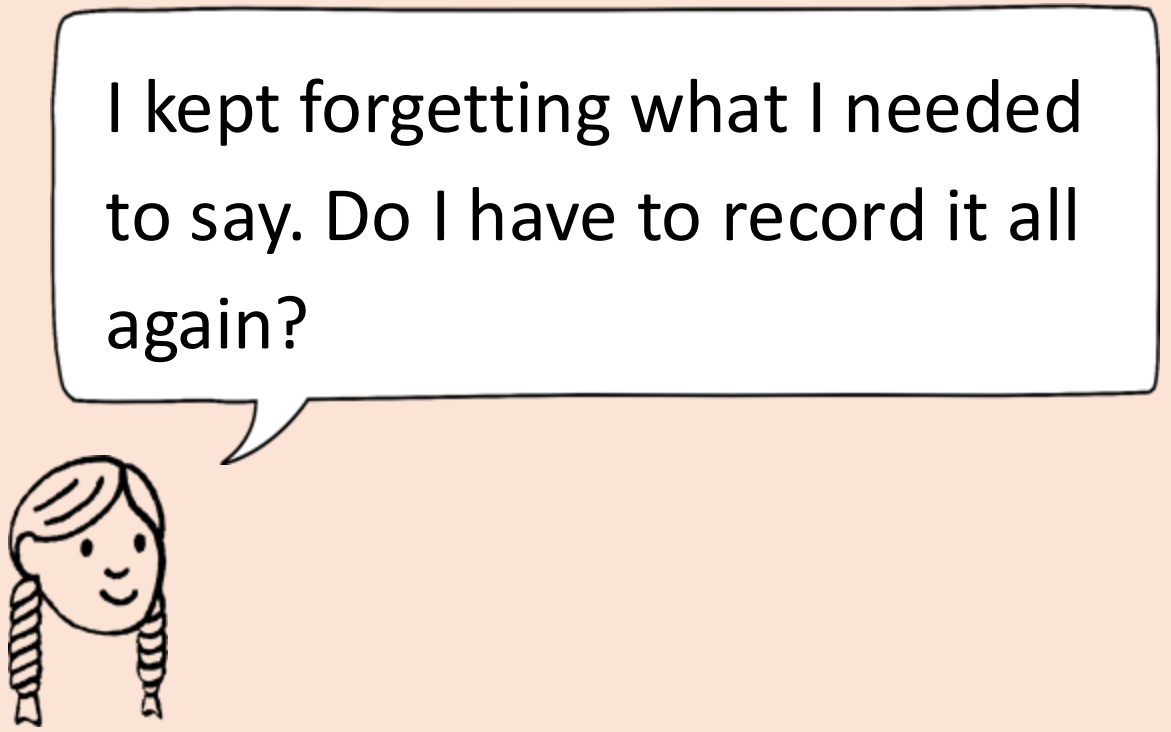
step 3

delete the audio

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Watch this short video. It explains the steps needed to **trim** a **track**.

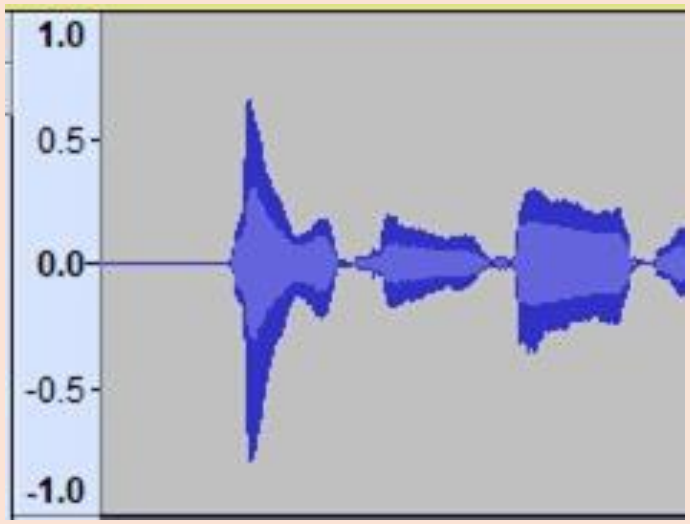
Watch the short video here to find how to **trim** your audio.



Task B Trim audio tracks

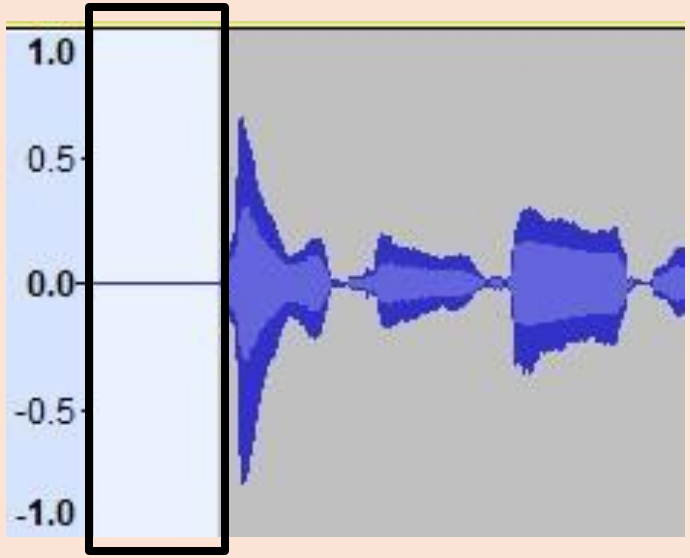
Practice

Edit and trim your audio tracks.



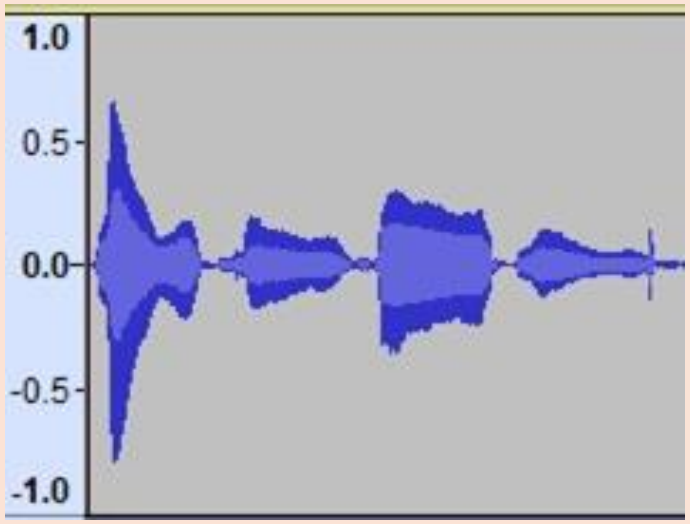
step 1

record your **track**



step 2

select the section you want to remove



step 3

delete the section

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Wednesday 11th November 2026

TBAT: develop rotation jumps and sequence building 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

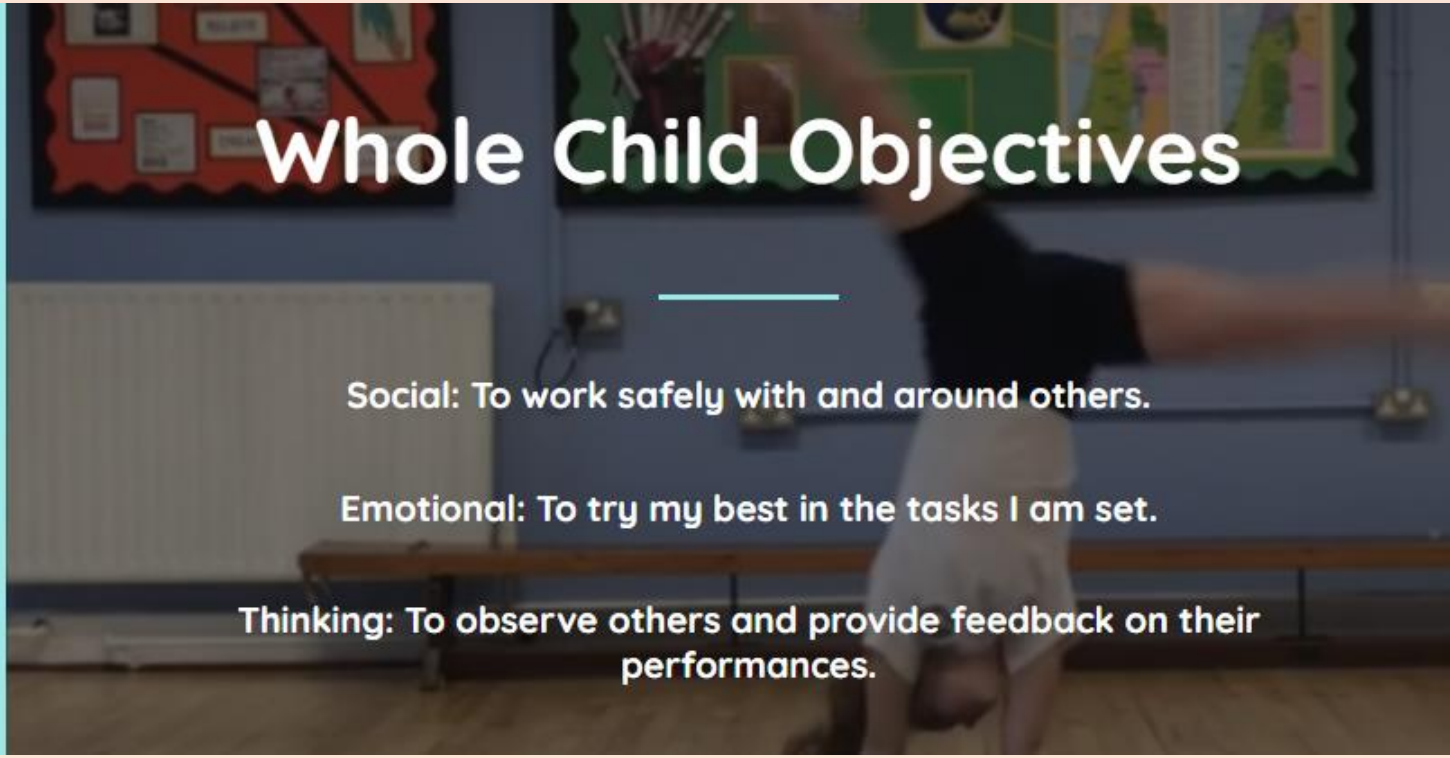
4 Minute Timer with Relaxing Chillpop Music | Gentle Focus Timer for Classroom

Wednesday 11th November 2026

TBAT: develop rotation jumps and sequence building using apparatus .

Success Criteria

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



READING CAFÉ 2:15PM

You need to take:

- Your pencil
- Your worksheet
- A copy of the text
- Your planner
- Your reading book

Welcome to Year 4's reading cafe





We ask parents to spend time reading with your child at home **three times a week**; this can be reading together, reading to your child or taking it in turns. ***Please log this in the planner each week.***

Audiobooks are also a great way to spend a car journey or even as a bedtime story to help with sleep. Ask them some questions about the text, so you know they have understood what they have read.

These websites may also provide some helpful resources and links.

Oxford OWL

BookTrust
Inspire a love of reading

SCHOLASTIC

Do you have a library card?

You can access hundreds of books at your local library and they often have free events to take children too.

With your library card, you can also access thousands of books via the online app – **Libby.com.**




signs
brochures
encyclopedias
poetry
manuals
travel
books
atlases
reading
comics
timetables
newspapers
blogs
recipes
instructions
magazines
catalogues
playscripts
dictionary
road

Reading strands

Prediction

Make educated guesses about the text based on what information has been revealed.

Compare, contrast and comment

Discuss the content of the text and make comparisons between events or characters.

Inference

Find clues in a text about how someone might be feeling or why something is happening.

Summary

Provide an overview of the main point(s) or main event(s) of a paragraph or text.

Vocabulary

Work out the meaning of unknown words and phrases using context clues.

Author Choice

Think like an author to explain why specific words and phrases have been used.

Retrieval

Retrieve and record key information found within the text.

Wednesday 11th November 2026
TBAT: retrieve and infer from a text
3 in 3

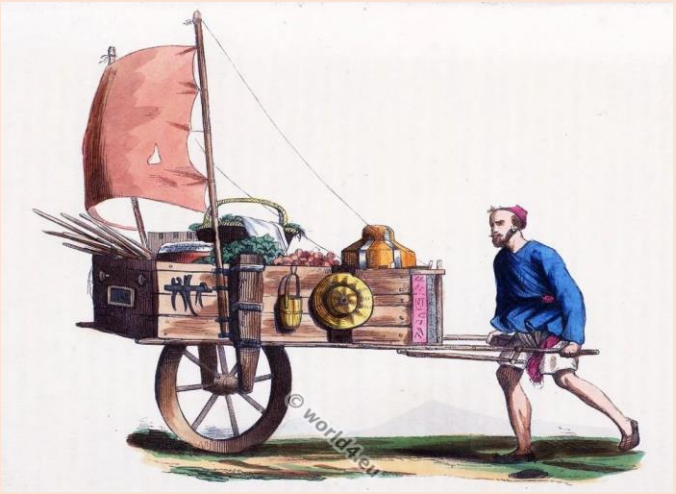
Ancient Greek myths were stories that helped people explain the world around them and taught important lessons about bravery, wisdom and respect. One of the most famous myths is the Trojan War, a long battle between the Greeks and the city of Troy, which included heroes such as Achilles, Odysseus and Helen of Troy.

1) Why did Ancient Greeks tell myths?
2) What was the name of the famous war between the Greeks and Troy?
3) Name one hero mentioned in the text.

Challenge - Why do you think stories like the Trojan War remained important to people for such a long time? Explain your answer using evidence from the text.

Wednesday 11th November 2026

Words/phrases we will find in the text:



Merchant - A person who buys and sells goods.



Self-igniting - Able to start burning by itself.



Workshop - A place where someone makes or repairs things.

Invented - Created or made something new.



CHAPTER TWO

NEXT MORNING, while Lalchand was at the paper merchant's buying some cardboard tubes, Lila went to the Elephant House to see Chulak. When she heard what Lalchand had told him, she was furious.

'Mount Merapi – Razvani – the Royal Sulphur – and he wasn't going to tell me! Oh, I'll never forgive him!'

'That's a bit drastic,' said Chulak, who was busy making the Elephant ready for his new job. 'He's

only thinking of you. It's dangerous, after all. You wouldn't catch me going up there.'

'Huh!' she said. 'It's all right to let me make Golden Sneezes and Java Lights, I suppose – little baby things. But not to let me become a real Firework-Maker. He wants me to stay a child for ever. Well, I'm not going to, Chulak. I've had enough. I'm going to Mount Merapi, and I'm going to bring back the Royal Sulphur, and I'll set up as a Firework-Maker on my own and put my father out of business. You see if I don't.'

'No! Wait! You ought to talk to him –'

But Lila wouldn't listen. She ran straight home, packed a little food to eat and a blanket and a few bronze coins, and left a note on the workshop bench:

Dear Father,
I have completed my apprenticeship. Thank you for all you have taught me. I am going



to seek the Royal Sulphur from Razvani, the Fire-Fiend, and I shall probably not see you again.

Your ex-daughter, Lila

Then she thought she should take something to show Razvani her skill, and packed a few self-igniting Crackle-Dragons. One of the last things she had invented was a new way of setting them off: you just had to pull a string instead of setting light to them, because the string was soaked with a solution of fire-crystals. She put three of them in her bag, took one last look around the workshop, and slipped away.

*

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Multiple choice questions

1. Why is Lila angry with her father?

A) He sold the workshop.

B) He did not tell her about Mount Merapi and the Royal Sulphur.

2. What does Lila pack before leaving home?

A) Clothes and gold coins.

B) Books and food.

C) Food, a blanket and bronze coins.

3. What is Lila's goal?

A) To become Queen.

B) To find Chulak.

C) To bring back the Royal Sulphur and become a Firework-Maker.

Wednesday 11th November 2026

Independent questions

Retrieval Questions

1) Who was Chulak preparing for a new job?

2) What did Lila put on the workshop bench before leaving?

Inference Questions

3) What does Lila's note suggest about her relationship with her father, despite being angry with him?

4) Why do you think Lila takes the self-igniting Crackle-Dragons with her on the journey?

Challenge- What do Lila's actions in this chapter tell you about whether she is more impulsive or thoughtful? Use evidence from the text to explain your answer.