Tuesday 11th November
Morning Challenge

Poppy Fields

Dreary, grey clouds spread widely across a silent sky. The distant larks' songs echoed throughout the forest's edge as their wings fluttered above the treetops. Only the puddles on the drenched muddy ground could be found in that field; nothing wanted to grow in a battered landscape. A cool breeze swirled and stretched its fingers across the horizon, leaving a chill on any bystander's skin.

At last, a single sunbeam broke through the grimness, followed by more that tore through the agitated sky. The light illuminated the sea of red that overwhelmed the formerly bleak field; thousands of bright, blood-red petals blossomed under its touch. The field that once faced darkness and brutality was now a picture for eternal remembrance.

Sensitive and/or upsetting topics may emotionally impact your learners due to past experiences. You should consider whether this content is appropriate and ensure adequate support is available for anyone affected.

Questions



1. **Dreary, grey clouds...**
   What does this phrase tell us about the setting?



2. Which sound can be heard in the setting? Tick one.
   - ○ larks' songs
   - ○ marching footsteps
   - ○ rain falling



3. What impression do you get of the poppy field?



4. The author describes the poppies as **a sea of red**.
   What effect does this have?



Is it your day for TTRS?



Read your book and quiz if you need to.

Wednesday 11th November
Extended reading – TBAT: read with intonation.

Partner talk:

In pairs, read The Highwayman part 2

Think about where you might pause or emphasise the words.

Be ready to share as a class.

11.11.26

TBAT- multiply by 2-digit numbers.

1) 313 x 3 =

2) 7.5 divided 100 =

3) 4, 263 - 1, 003=

Challenge:

5/6 + 5/6 =

4 – 1 1/5 =

Daily 10 - Mental Maths Challenge - Topmarks

546 x 6 =

425 x 5 =

Challenge:

How could this be used to solve

546 x 16

425 x 15

Talk partners: What are the steps to success to solving this problem?

692 x 16 =

Step 1: Set out the column method.

Step 2:

Step 3: Multiply by the 1s.

Step 4:

Step 5:

692 x 16 =

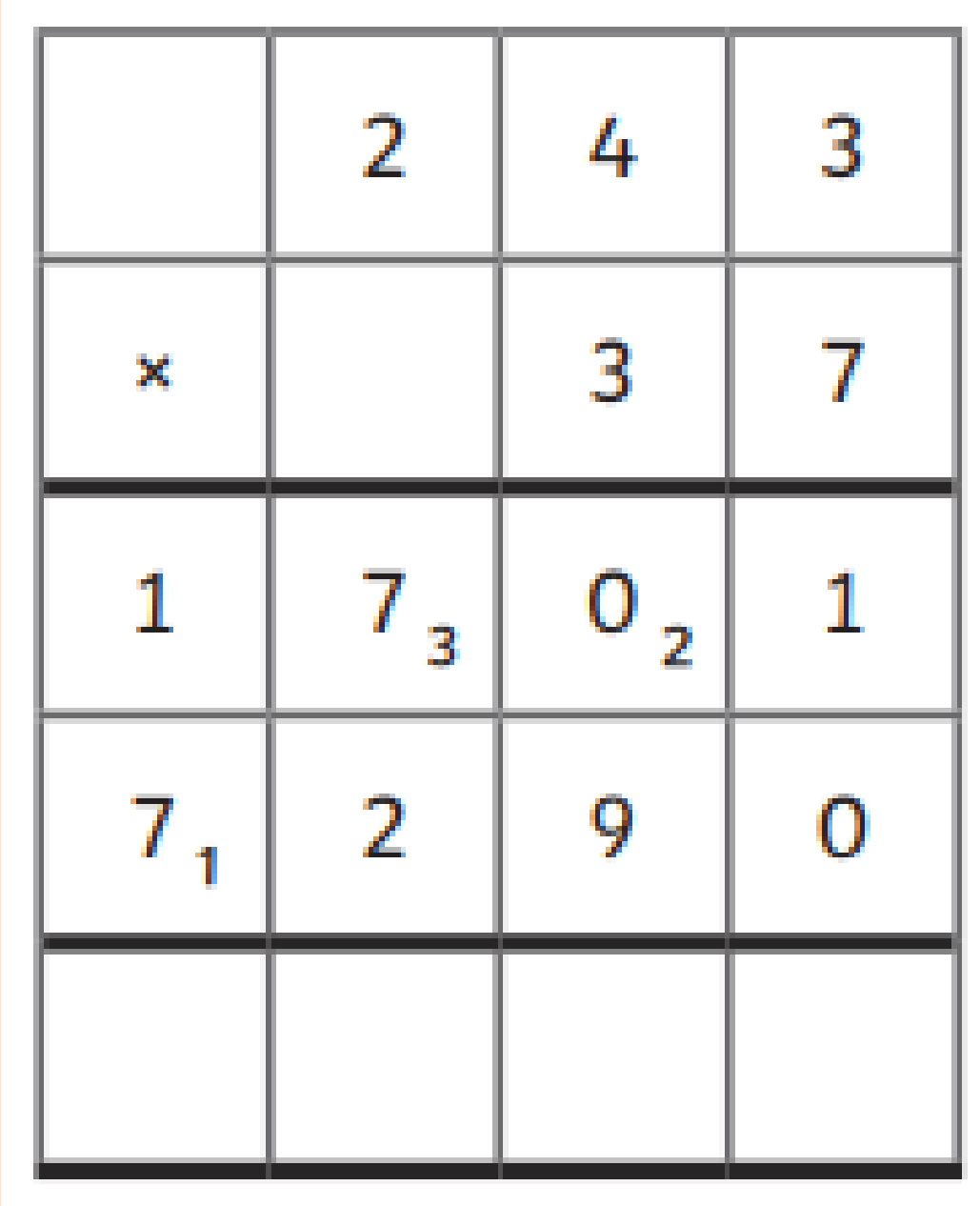
Step 1: Set out the column method.
Step 2: Place a 0 on line two.
Step 3: Multiply by the 1s.
Step 4: Multiply by the 10s.
Step 5: Add the two amounts.

Class Work:

	6	9	2
x		1	6

Jamal says that the answer to
243 x 37 = 7, 290.

Do you agree? Explain.



	2	4	3
x		3	7
1	7_{3}	0_{2}	1
7_{1}	2	9	0

Paired whiteboard work :

Mr Green, the Twinkl Academy site manager, is working out the area of two class flowerbeds. Help him by completing the calculations.

Blue

area = length × width

Green

flowerbed A
624cm × 56cm

flowerbed B
453cm × 42cm

Which flowerbed has the greatest area?

Checkpoint Question

257 X 28 =

A) 8, 236
B) 7, 096
C) 7,196

True or False? 379 X 34 < 402 X 36

Independent:

1)563 x 81 =
2)917 x 17 =
3)5, 267 x 63 =

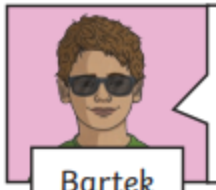
RP:
4) There are 75 crayons in a pack. The shop sells 34 packs in one week. How many crayons are sold in the week?

Challenge

On a flight to Paris, there are 52 economy tickets and 16 first class tickets sold.

economy: £238

first class: £567



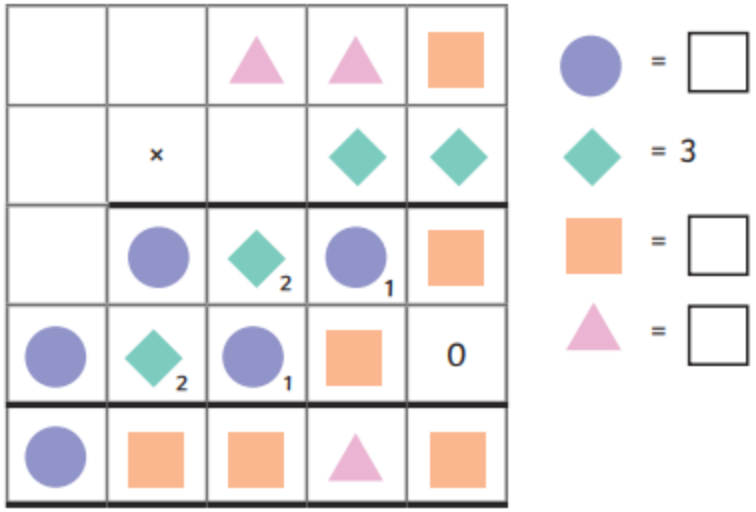
Bartek

68 seats are sold altogether so the airline made £16 184 in total from ticket sales.

Do you agree with Bartek's statement? Explain why.

Mastery

Each shape has the value of 2, 3, 5 or 7.
Work out the value of each shape to make this calculation correct.
One value has been given.



Mastery with GD

Which 3-digit number and 2-digit number will multiply to produce an answer that has 8 thousands, 8 hundreds and 8 tens?

Prove it!

29	278
18	488
27	329

Remembrance assembly 10.50



Wednesday 11th November

TBAT: Plan a comparative character description.

3 in 3

An ostler was a hardworking stable worker who looked after horses at inns and coaching houses. Before cars and trains existed, travellers relied on horses for transport, so ostlers played a vital role in keeping journeys running smoothly. Rising before dawn, an ostler would groom, feed and water the horses, while also cleaning out the stables and preparing fresh bedding. Strong, dependable and often covered in mud and straw, ostlers spent long hours caring for the animals and helping travellers mount or unhitch their horses. Although the work was exhausting, a skilled ostler knew each horse's temperament and could quickly spot signs of injury or illness. Life in the stable was noisy and demanding, filled with the sounds of stamping hooves, jangling harnesses, and whickering horses.

1. What important role did ostlers play before cars and trains existed?

2. Which sentence contains an **adverbial clause**? Copy the clause.

3. Find the **verbs** in this sentence:
An ostler would groom, feed, and water the horses.

CH: Rewrite this sentence to include a **relative clause**:
An ostler worked long hours in the stable.

Wednesday 11th November
TBAT: Plan a comparative character description.

Talk partners:

Match the complex sentences:

Non-finite

Relative

Adverbial

Wednesday 11th November

TBAT: Plan a comparative character description.

Tim the Ostler

"Where Tim, the ostler listened--his face was white and peaked-- His eyes were hollows of madness, his hair like mouldy hay"

-What do we notice about Tim?
-How might he feel about the Highwayman?
-What might he be thinking?



angry betrayed revengeful

Class work: Co-construct three sentences using the clause below.

Tim listened from the stable…

Non-finite

Adverbial

Relative

Bess waited at the window…

Non-finite:
Scheming wickedly, Tim listened from the stable.

Adverbial:
As the wind howled outside, Tim listened from the stable.

Relative:
Tim, who was hidden from sight, listened from the stable.

Clutching a pitchfork with rough, weathered hands, Tim listened from the stable, his ragged clothes hanging loosely from his thin frame. Although the night air was cold, a burning jealousy twisted inside him as he thought about Bess and the Highwayman. Tim, who longed for Bess to notice him, felt bitterness rise in his chest whenever he pictured her waiting for another man. Hidden amongst the shadows, he glared towards the inn and began to form a cruel plan. As thoughts of revenge filled his mind, Tim decided he would tell the soldiers exactly where the Highwayman would return.

Paired work: Locate the success Criteria:

- I can describe Tim using vivid and specific detail.
- I can use **relative**, **non-finite**, and **adverbial** complex sentences.
- I can show Tim's appearance**, feelings, and thoughts** through my writing.

Task: Write a description of Tim overhearing Bess and the Highwayman.



1) What is she doing as he listens?
2) What is he thinking or feeling?
3) What hopes fill his mind?

I can use **relative**, **non-finite**, and **adverbial** complex sentences.

Task: Complete the planning sheet about both Tim and Bess.
Use your paragraphs from yesterday to help you.
CH: Can you include relative, non-finite and adverbial complex sentences in your plan?

Tim 	Looks	Thoughts and feelings	Actions
Bess 			

Wednesday 11th November

TBAT: explain key teachings from the Parable of the Good Samaritan for Christians today.

What is Rosh Hashanah? (Tick **1** correct answer)

- ☐ a celebration of Queen Esther's bravery
- ☐ the Jewish New Year
- ☐ the festival of lights

What do Jewish people do during Yom Kippur? (Tick **1** correct answer)

- ☐ say sorry and ask for forgiveness
- ☐ eat lots of sweet foods
- ☐ dress up in costumes

What is remembered during the festival of Purim? (Tick **1** correct answer)

- ☐ the miracle of the oil
- ☐ the giving of the Torah
- ☐ the bravery of Queen Esther

Match the food to the correct Jewish festival. (Write the correct letter in each box)

a	apples and honey
b	hamantaschen pastries
c	fried foods (e.g. latkes, doughnuts)

	Purim
	Rosh Hashanah
	Hanukkah

Keywords

parable	a short story that usually has a deeper meaning
neighbour	someone who lives very near you
commandment	a rule about how you should behave
Samaritan	a charitable or helpful person
compassion	showing care and concern for the sufferings of others

Aisha explains what we mean by theology in Religious education.



Aisha

Theologians are interested in stories, texts and traditions. We can better understand people's worldviews by examining what the deeper meaning of these stories, texts and traditions are.
We can also look at the difference they make to people today.

In this lesson we will be using the tools of theology to better understand different Christian worldviews about the **Parable** of the Good **Samaritan**.

Izzy is investigating the **parable** of the Good **Samaritan**.

To find out more, she asks Asher who has a Christian worldview and attends a free church.



What is a **parable**, Asher?

Izzy

A **parable** is a short story told by Jesus that usually has a deeper meaning. **Parables** are not based on real life events.

The people who listened to Jesus would have interpreted the **parables** to work out the deeper meaning.



Asher



Izzy

Where do we find the **Parable** of the Good **Samaritan**, Asher?

The **parable** is found in the Gospel of Luke in the New Testament. Jesus tells the **parable** because an expert in Jewish law asks him the question, 'Who is my **neighbour**?' and Jesus was answering this question. He never gave easy answers to questions!



Asher

What is the Good Samaritan parable?

Explanation



Once, there was a Jewish man travelling from Jerusalem to a town called Jericho.

What is the Good Samaritan parable?

Explanation

B



As the man walked along the road, some thieves jumped out and attacked him.

What is the Good Samaritan parable?

Explanation



A priest came walking down the road. When he saw the hurt man lying there, he didn't stop.

What is the Good Samaritan parable?

Explanation



A Levite, who worked at the temple, came along. He too saw the man lying there, but he didn't stop either.

What is the Good Samaritan parable?

Explanation



The **Samaritan** saw the hurt man and he felt **compassion**. He went over to the man and helped him.

What is the Good Samaritan parable?

Check

Which person stopped to help the injured man?

a the priest

b the **Samaritan** ✓

c the **neighbour**

d the Levite

Izzy wants to investigate how Christians interpret the **parable** of the Good **Samaritan**.

She has brought together three Christians from three different churches.

Joining Asher are Danielle, a Roman Catholic Christian and Canon Ann Easter, an Anglican priest.



Izzy



Asher



Danielle



Canon Ann Easter



Izzy

To better understand how Christians interpret the **parable**, I need to understand who the characters were and how the people who heard the **parable** when Jesus told it would have reacted.

All this stuff about Levites and **Samaritans** seems confusing to me in the 21st century!



Izzy

Danielle, who was the priest and why did he not stop to help the injured man?

The priest was a Jewish religious leader. He would have been a very important person.

At that time, Jewish priests were expected to stay ritually clean.



Danielle



Izzy

Asher, couldn't the priest have stopped and helped the man?

If the priest had helped the injured man, he might have got blood or dirt on himself, and that could have made him unclean, preventing him from performing his religious duties. The priest was focused on following religious laws and **commandments**.



Asher



Izzy

Canon Ann, what is a Levite and why did he not stop to help the injured man?

A Levite was a member of the tribe of Levi, which was set apart to assist the priests and take care of the temple. He may have been concerned that touching or getting close to the injured man would stop him from doing his job.

Jesus shows he puts the **commandments** and law above **compassion**.



Canon Ann

Easter



Izzy

Why is it so important that the person who stopped to help was a **Samaritan**?

The **Samaritans**, at that time, lived apart from other Jews. They were enemies of the Jews and seen as not pure. Jesus chooses to make the hero a surprising character. A person seen as an outsider acts with **compassion** and mercy.

This **parable** would have challenged many people 2000 years ago when Jesus told it.



Asher

Danielle interprets what this **parable** means to her today.

Jesus taught that helping people is more important than following religious **commandments** or duties.

It also teaches everyone is our **neighbour**. We should help anyone in need, regardless of their background or status, just like the Good **Samaritan** helped the injured man. I try to put this into practice today.



Danielle

Asher reflects on the deeper meaning of the story.

As a Christian, this **parable** teaches that I must show **compassion** and care to all people.

The story reminds me that Jesus wants everyone to understand that being a good **neighbour** isn't just about who we know or where we come from. It's about showing **compassion** and kindness, helping those in need, no matter who they are or where they come from.

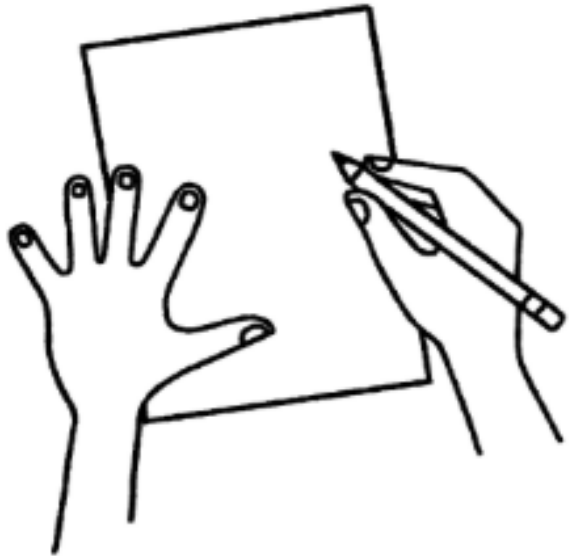


Asher

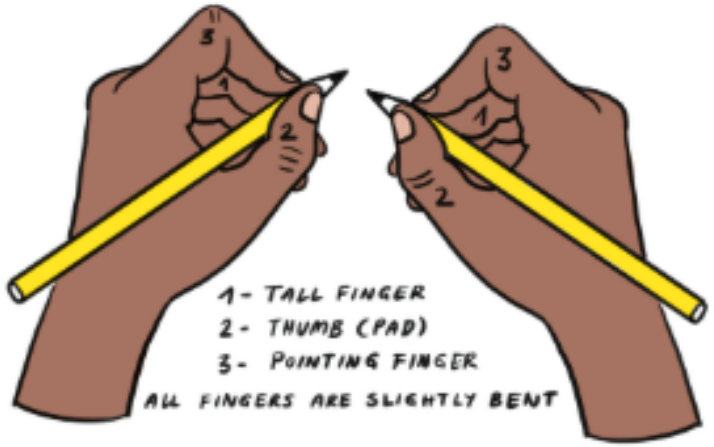
Before we start, what are these pictures reminding you to do?



- 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

[Finger Fitness Exercise Dances for Kids]

mortgage

castle

yacht

guarantee

guilty

Wednesday 11th November

TBAT: describe the stages in the life cycle of a mammal.

What is an animal? (Tick **1** correct answer)

- ☐ A living thing that has fur.
- ☐ A living thing that eats other animals or plants.
- ☐ A living thing that has a face.
- ☐ A living thing that makes its own food.

Mammals have backbones. This means they belong to a group of animals called _____ . (Fill in the blank)

Which of these animals is **not** a mammal? (Tick **1** correct answer)



☐ rhinoceros



☐ orca whale



☐ frog



☐ bat

Which of these is **not** true of mammals? (Tick **1** correct answer)

- ☐ They are warm-blooded.
- ☐ They have hair or fur.
- ☐ They have feathers.
- ☐ They are vertebrates.

Keywords

A **mammal** is a warm-blooded animal that gives birth to live young and has hair or fur.

A **life cycle** is the way in which a living thing changes as it grows.

Secondary sources are texts, images or objects created using information gathered by others.

To **research** something is to find out about it or investigate it carefully.

What is a life cycle? – KS2 Science curriculum - BBC Bitesize

Baby mammals

Explanation

Mammals are animals that grow and reproduce.

All mammals have a specific set of characteristics.



examples of mammals

Can you remember any of the characteristics of mammals?

Image Top Left: Wet Badger In The Rain, Charlie Marshall, 2019, Licensed under CC BY 2.0

Baby mammals

Explanation



sheep with lambs

Mammals:

- are vertebrates
- are warm-blooded
- have hair or fur
- feed on milk from their mother when young
- give birth to live young

The **life cycle** of a **mammal** is the way in which it changes as it grows.

Mammal babies are born alive from their mothers.

They are usually fully formed and ready for life in the outside world when they are born.



puppy

Baby mammals

Explanation

Humans are **mammals**.

Mammal babies look similar to their adult parents.

Think about human babies.

How are they different from their parents? How are they similar?



adult and baby humans

Baby mammals

Explanation

Mammal babies are smaller than adult mammals, but they have the same shape and structure as their parents.

The hair or fur on baby mammals may look different to that of adults.



baby and adult wild boar

Baby mammals

Explanation



baby and adult koala

Mammal babies are not able to do as many things as adult mammals.

They need to learn skills, such as picking things up, walking and communicating, as they grow up.

Baby mammals

Explanation

For the first part of their **life cycle**, **mammal** babies feed on milk made by their mother.



pigs feeding on their mother’s milk

As they grow older, they become able to eat other foods.

Wednesday 11th November

TBAT: describe the stages in the life cycle of different mammals.

Talk partners: Match the life cycle stage to the correct descriptions.

adult mammals

baby mammals

are larger

feed on milk from their mother

are smaller

feed on a range of foods

Finding out about mammal life cycles

Explanation

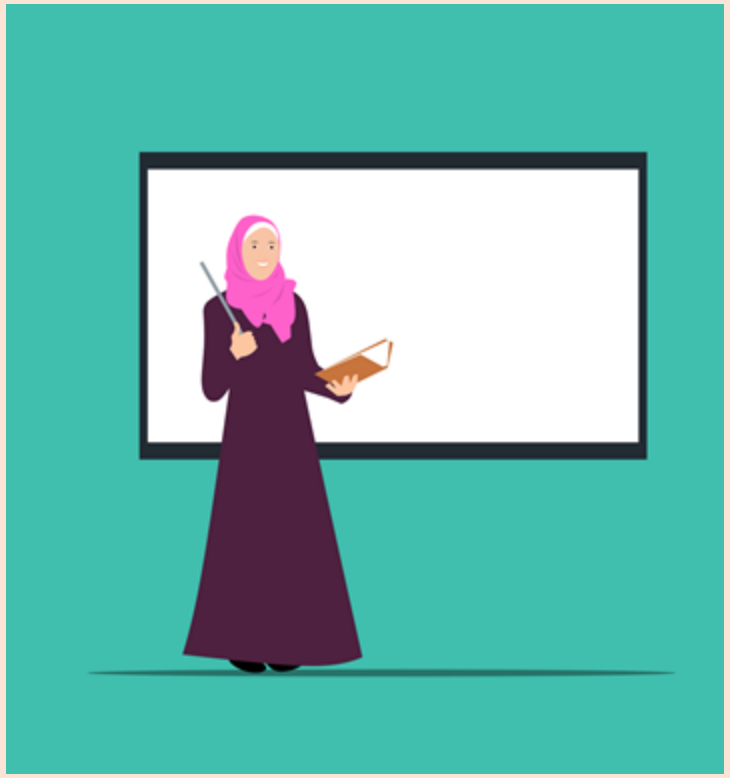
There are three stages in the **mammal life cycle**.



baby



young



adult

When **mammals** are babies, they feed on their mother's milk.

They may need help from their parents to survive.



baby wild boar

As they grow into young **mammals**, they stop feeding from their mother and start eating other foods.

Young mammals are more independent than babies but they may still need their parents to survive.



young wild boar

Explanation

The finals stage in the **mammal life cycle** is the adult stage.

When mammals are adults they can look after themselves.

Adult mammals can reproduce and have babies of their own, continuing the life cycle.



adult wild boar

Mammal life cycles take place over a long time; from months to years depending on the animal.



adult and young elephant

How could we find out about the life cycles of different animals?

Explanation

We can learn about the **life cycles** of **mammals** by observing them over time and seeing how they grow and change.

How else can we find out about the life cycles of mammals?



lambs are baby sheep

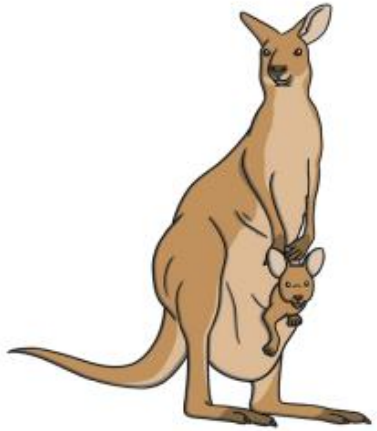
Explanation

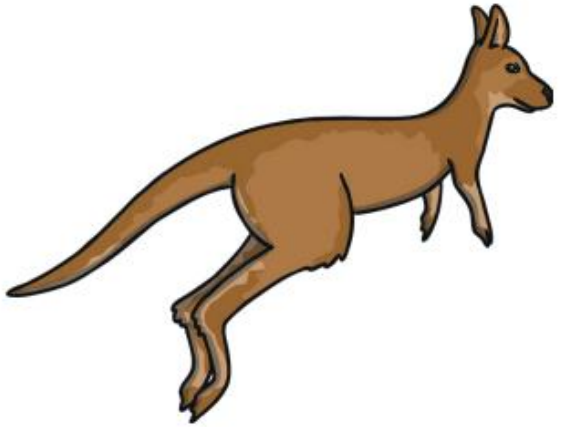
We can also learn about **mammal life cycles** by carrying out **research** using **secondary sources** of information.

Secondary sources are sources of information that have been gathered by someone else. We can use them when we are not able to do an investigation ourselves.

Are secondary sources of information always reliable?

Class work: Order the life cycle of a kangaroo.

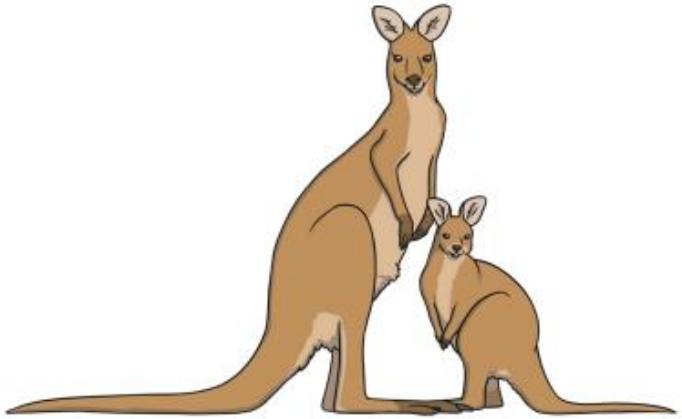






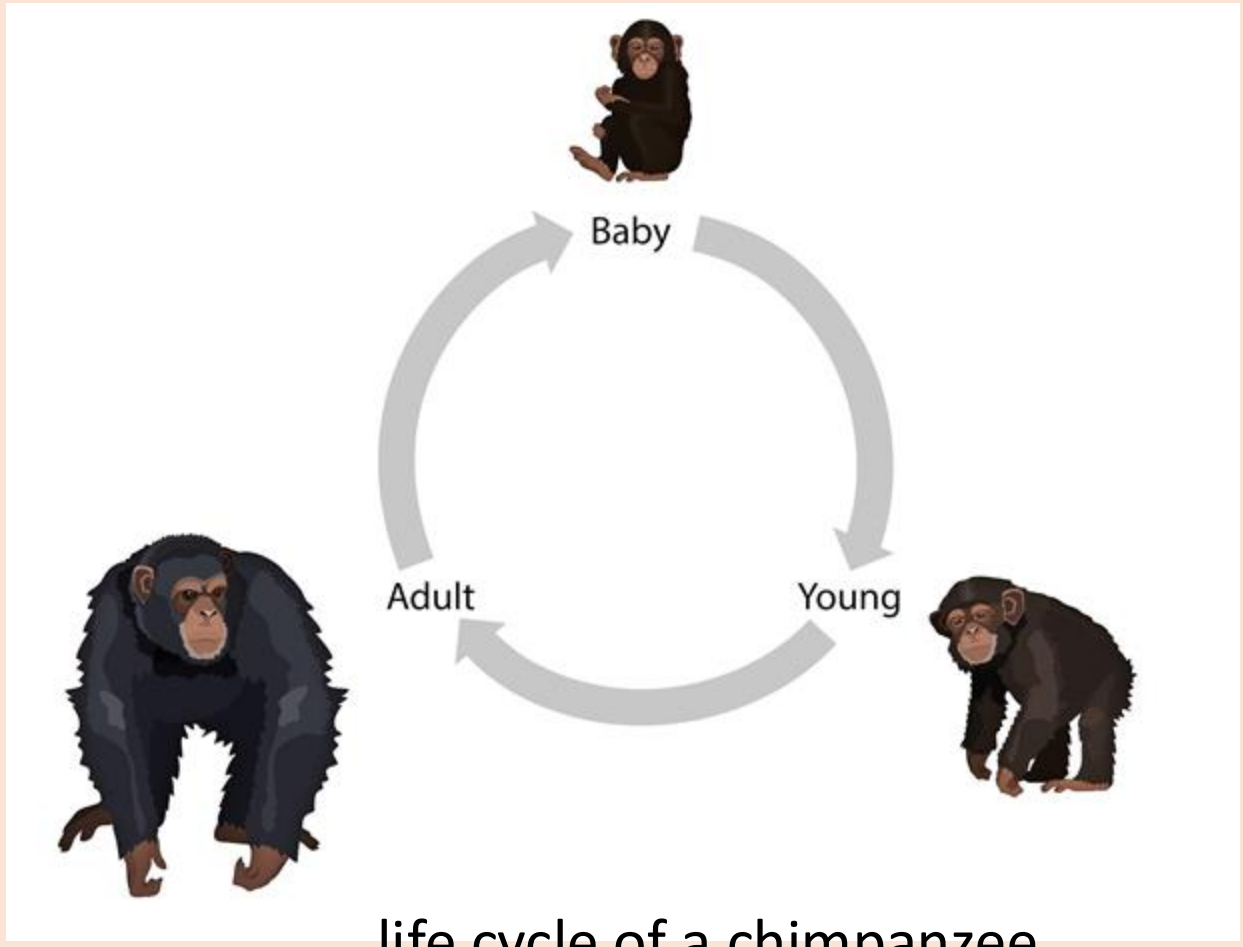






Life cycles can be represented using a life cycle diagram.

These diagrams show the stages in a mammal's life and the order in which they come.



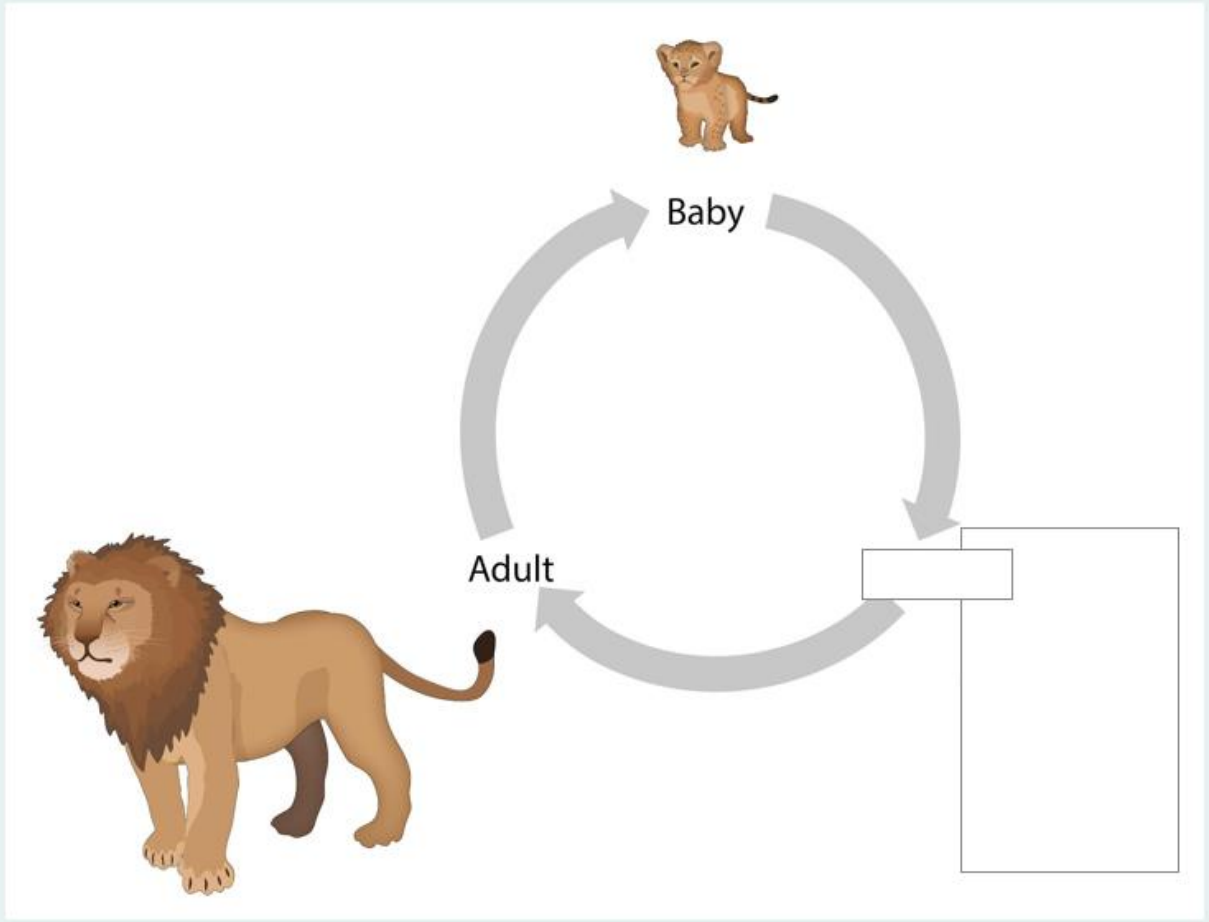
life cycle of a chimpanzee

Wednesday 11th November

TBAT: describe the stages in the life cycle of different mammals.

Talk partners

1. What stage is missing from this life cycle diagram?



life cycle of a lion

A life cycle could also include a foetus.

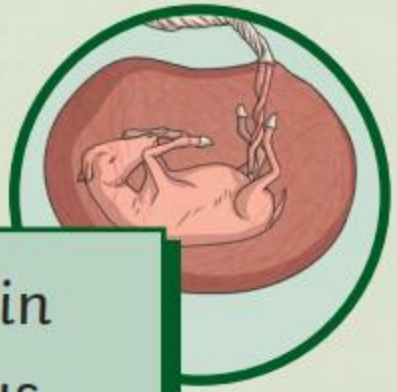
The Life Cycle of a Horse

Adult

The mammal can now **reproduce**.



Foetus



New life develops in the mother's uterus.

Baby

The **foetus** is born and the baby usually feeds on the mother's milk.



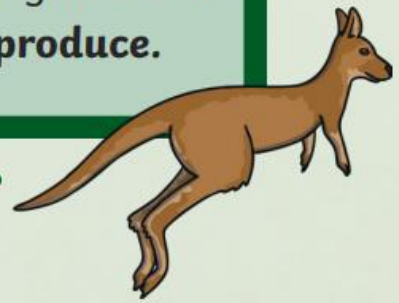
Young

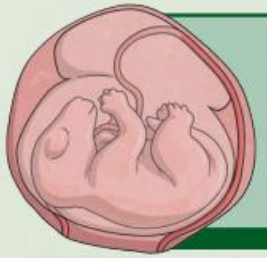
The mammal's body changes as it grows from a child to an adult.



The Life Cycle of a Kangaroo

An adult kangaroo can **reproduce.**





The **embryo** is formed in the female's **uterus** after sexual **reproduction**.



When it is only partially formed, it is born and crawls into the mother's pouch.



The **foetus** (or joey) feeds on the mother's milk as it continues to develop in the pouch.

The joey stays in the pouch until it starts to find other food.



Young kangaroos stay with their mother.



Wednesday 11th November

TBAT: describe the stages in the life cycle of a mammal.

Task:

- Draw a 4 stage life cycle of a mammal in your book.
- Label each stage of the cycle.
- Write a description of what happens at this point.

Hint, include the following in your description:

-Baby name (lamb, kitten, joey).

- When it is born, does it drink from its mother?
- How is it cared for when it is **young**?
- Can it **reproduce** as an adult?

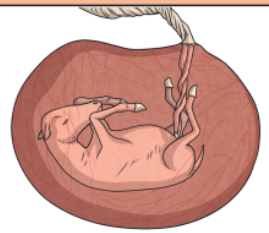


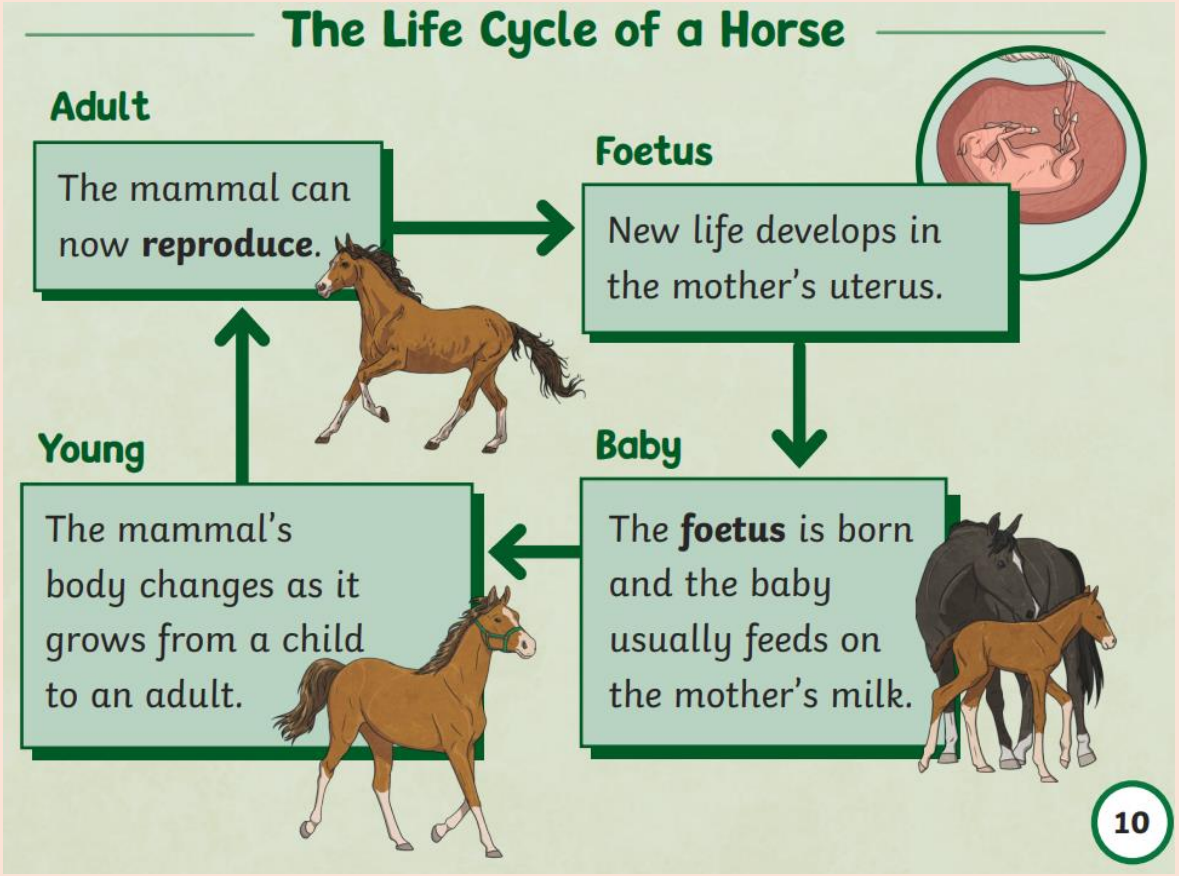






Small group:

Stage of the Life Cycle	Illustration	Description
_____		_____ _____ _____ _____
baby (a baby horse is called a foal)		When the foal is born, it is unsteady on its legs at first but soon learns to stand and walk. It feeds on the milk provided by its mother.
young		_____ _____ _____ _____
_____		The adult horse is fully grown and can now reproduce and have its own foals.



Wednesday 11th November

TBAT: describe the stages in the life cycle of different mammals.

Exit Questions

1. How many stages are there in the mammal life cycle?
2. A fully grown mammal is called a _____.
3. Which of these is not part of the mammal life cycle? How do you know?

young **adult** **baby** **egg**

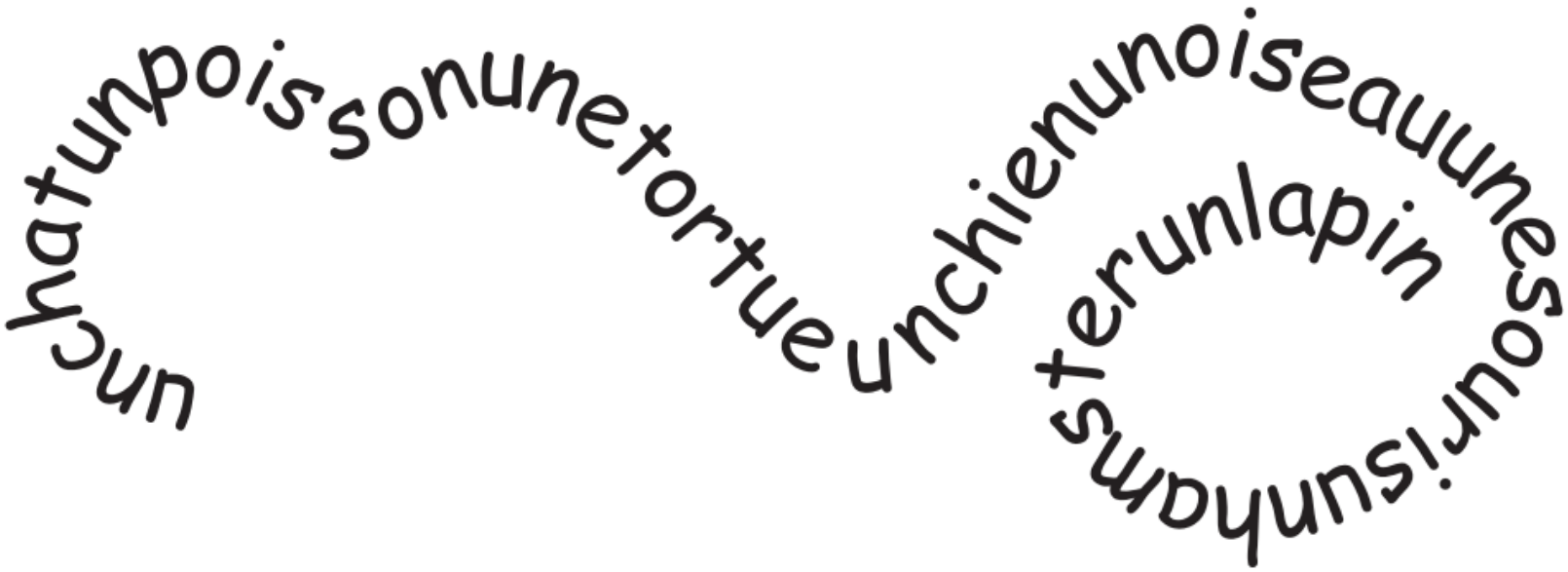
Challenge

Different mammals have different life cycles, but they all follow the same basic pattern. Choose *two* mammals (for example: a human, a dog, a horse, or a whale). Describe the stages in the life cycle of each mammal and explain one similarity and one difference between their life cycles.

mercredi 11 novembre

TBAT- read and write sentences in French.

1 in 1



a dog _____

a cat _____

a rabbit _____

a bird _____

a hamster _____

a goldfish _____

a tortoise _____

a mouse _____

Reading task:

Partner talk:

Blue

A)



J'ai un chat.

B)



J'ai un poisson rouge et une souris.

C)



J'ai un chat, un chien et un lapin.

Green

D)



J'ai un hamster.

E)



J'ai une souris, un oiseau et un lapin.

F)



J'ai une tortue.

Listening task:

1)

2)

3)

4)

5)

6)

7)

8)

A) 

B) 

C) 

D) 

E) 

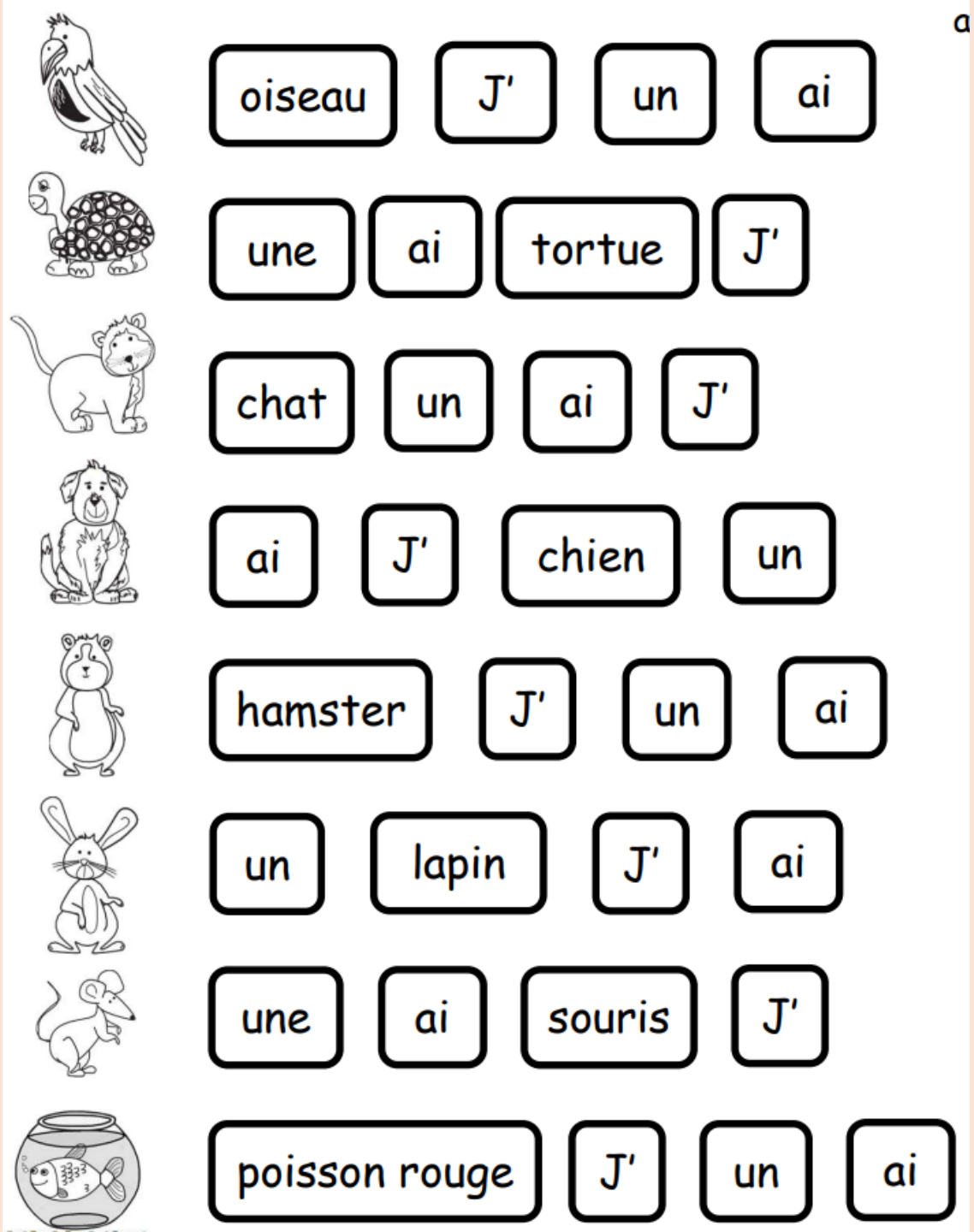
F) 

G) 

H) 

Writing Task

Read the words on the screen and order them to make a sentence.



Challenge:

1) Je m'appelle Marie et j'ai un lapin. ☐

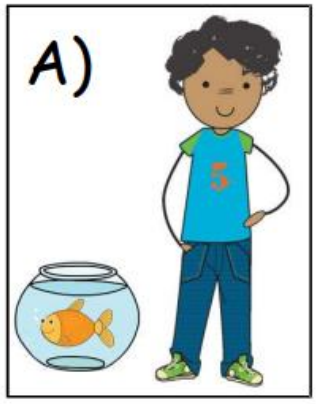
2) Je m'appelle Marc et j'ai un chat. ☐

3) Je m'appelle Patrick et j'ai un poisson rouge. ☐

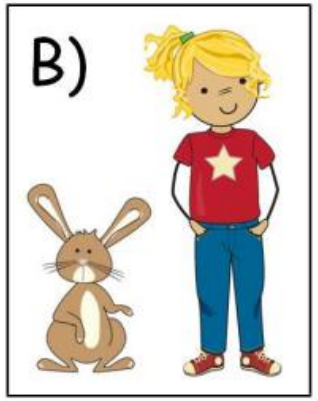
4) Je m'appelle Cécile. J'habite à Paris et j'ai un chien. ☐

5) Je m'appelle Marine et j'habite à Londres.
J'ai un hamster et une souris. ☐

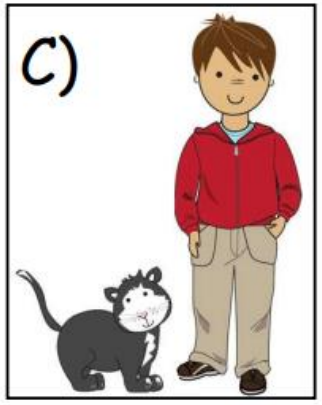
A)



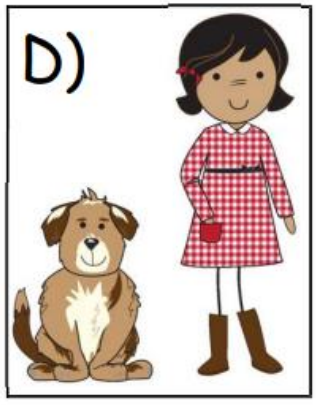
B)



C)



D)



E)

