Tuesday 20th January 2026

# Morning Challenges:

Name writing

Find the letters the spelling thief has stolen-Can you write the words in a sentence?

wou*d  w*ter  fr*end  m*

**Revisit and review**

# Phonics

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## TBAT

Read words with the /l/al grapheme

**Revisit and review**

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# Today's Grapheme

al

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# Recap

le ph g y

ea wh ow

oe ou

**Revisit and review**

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What are the digraphs?

Segment these words and read them

Blend and say words

gentle
huge
carry
puddle
dry
goes

**Focus words**

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Sounds out these words and read them

t-o-t-**al**

f-i-n-**al**

e-qu-**al**

**Focus words**

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Read these words on sight

total

final

equal

**Focus words**

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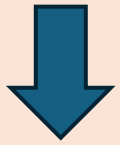
Read, sound talk and blend



And again... FASTER!

total

equal

final

metal

pedal

**Revisit and review**

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Ms

Mrs


school

Mr

Read the tricky words

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**Now let's read this sentence!**

They can carry the huge metal elephant up the stairs.

What **digraphs** can you see?
What **tricky words** can you see?

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# Let's spell!

## How many sounds? Write it.

tricky words

total petal call

**Listen** to the sentence, **say it**, **write it** and **read it**!

**Challenge**

Extend the sentence using 'and'

TBAT: use number bonds to derive subtraction facts and teens facts

Tuesday 20th January 2026
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Do Now

# 3 in 3
# Which strategy would you use for each calculation?

- Count on?
- Number bonds?
- ‘Make 10’?

$6 + 2$

$13 + 6$

$12 + 7$

$7 + 5$

$8 + 3$

$18 + 1$

Challenge: Can you use your answers to write a subtraction for one of them?

**whole**

TBAT: use number bonds to derive subtraction facts and teens facts

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Star Words

**part**

**number bond**

**related fact**

**known fact**

TBAT: use number bonds to derive subtraction facts and teens facts

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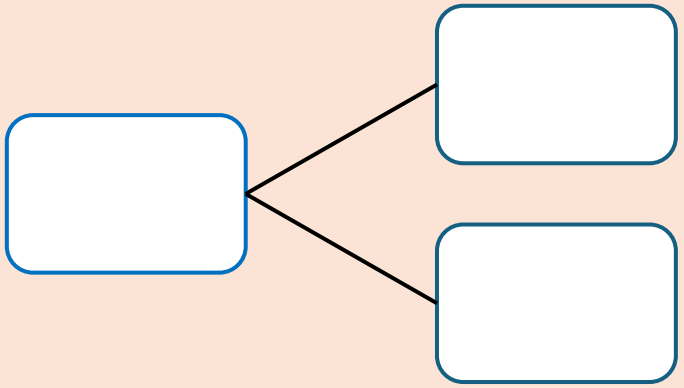
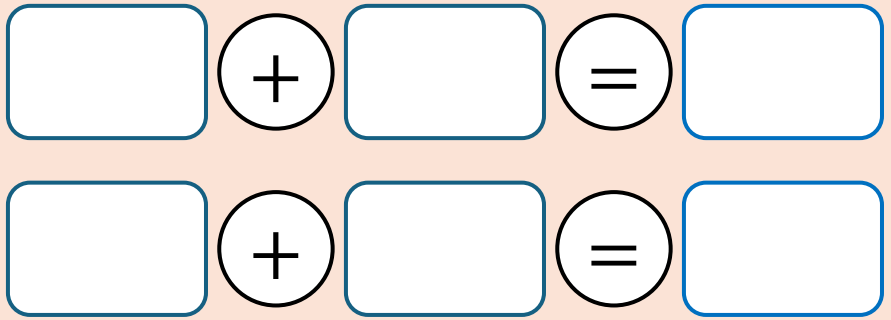
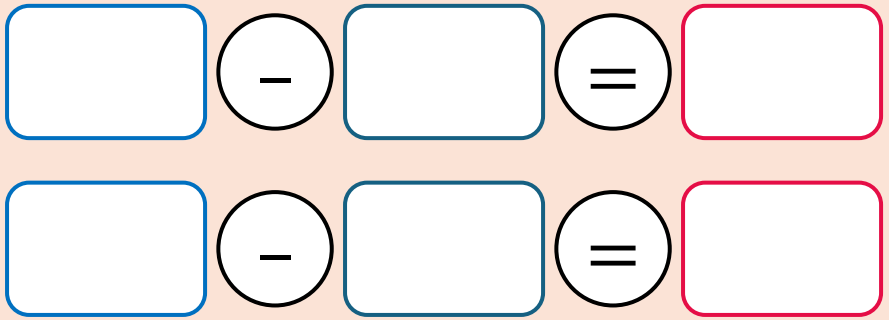
New Learning

# Related facts



If I know …
then I know …





TBAT: use number bonds to derive subtraction facts and teens facts

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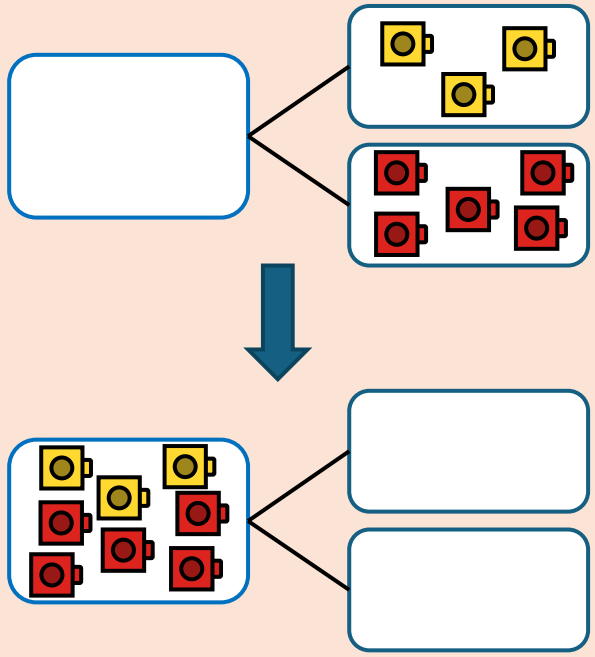
Talk Task

Three is a part. Five is a part. Three plus five is equal to eight. The whole is eight. So one equation is 3 + 5 = 8.

If we know 3 + 5 = 8, then we know 5 + 3 = 8.




part whole number bond known fact related fact

TBAT: use number bonds to derive subtraction facts and teens facts

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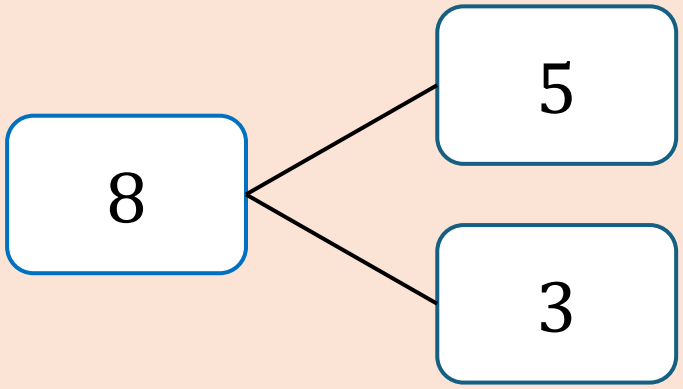
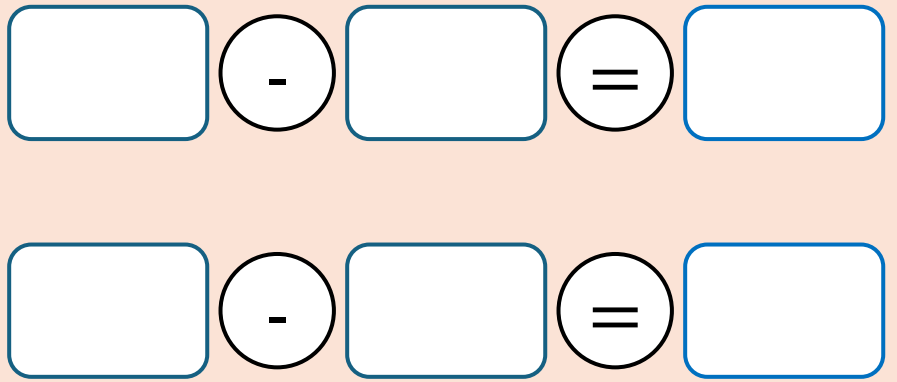
Talk Task

Blue / Green

How do I use this part, part, whole model to write two subtractions?

If we know 3 + 5 = 8, then we know 5 + 3 = 8.




part whole number bond known fact related fact

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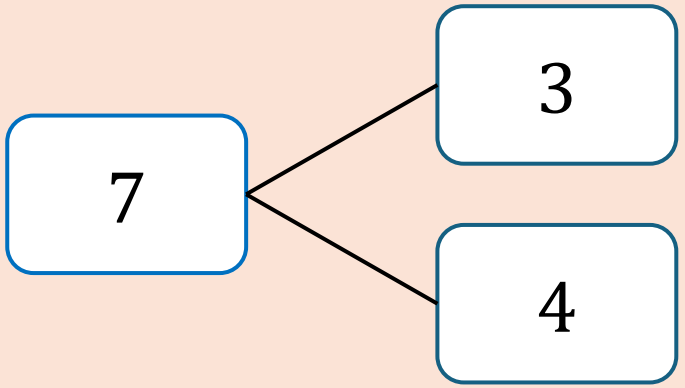
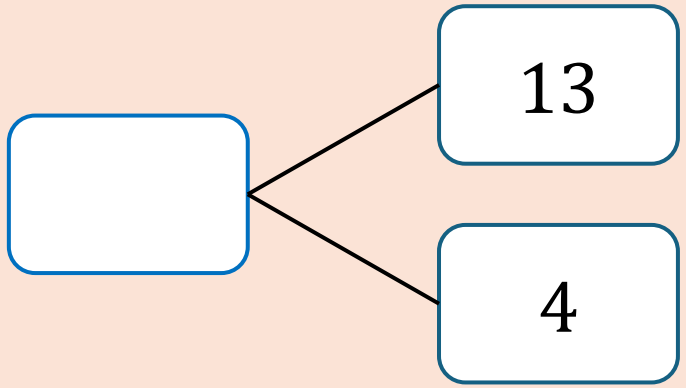
# Deriving teens facts

- How can we use the number bond 3 + 4 = 7 to find the whole when the parts are 13 and four?



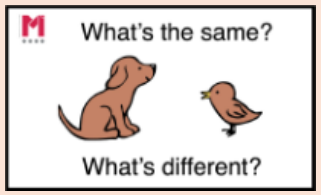

Challenge: How can you use this information to calculate 17 – 4?

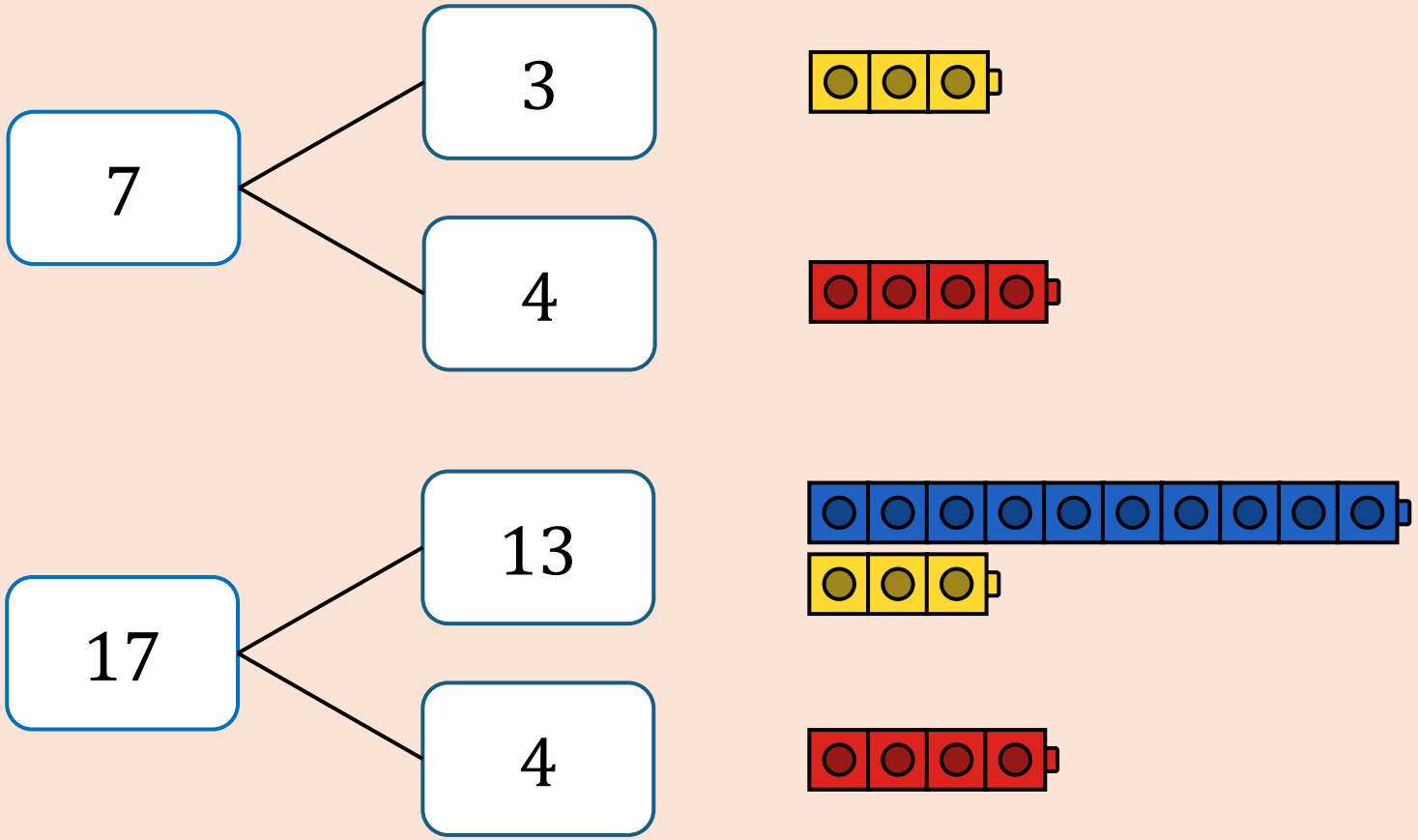

Develop Learning

TBAT: use number bonds to derive subtraction facts and teens facts

# Blue/ Green

## What's the same? What's different?

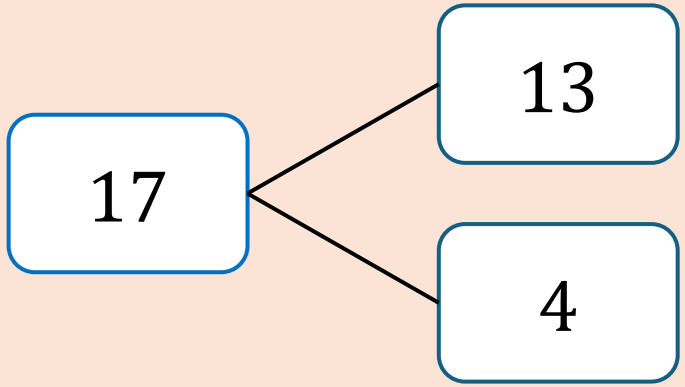



Develop Learning

TBAT: use number bonds to derive subtraction facts and teens facts

# If I know 13 + 4 = 17, what else do I know?



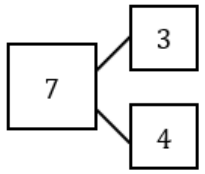

| | | | | |
|---|---|---|---|---|
| 13 | + | 4 | = | 17 |
| | + | | = | |
| | - | | = | |
| | - | | = | |

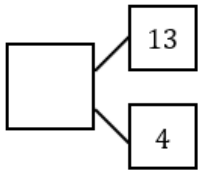
Develop Learning

# TBAT: use number bonds to derive subtraction facts and teens facts

- Use cubes on a part-whole model to model each calculation.
- Complete the missing information.

**a)**




3 + 4 = _____

4 + _____ = 7

7 – 3 = _____

7 – _____ = 3

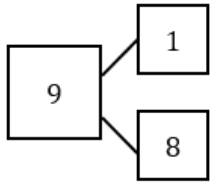
_____ = 13 + 4

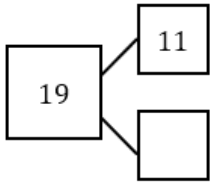
17 = 4 + _____

13 = 17 – _____

4 = 17 – _____

**b)**




_____ = 1 + 8

_____ = _____ + 1

_____ = 9 – 8

_____ = 9 – _____

19 = _____ + _____

19 = _____ + _____

_____ = 19 – _____

_____ = 19 – _____

Independent Task

TBAT: use number bonds to derive subtraction facts and teens facts

Plenary

# Are the equations correct?

- How do you know?

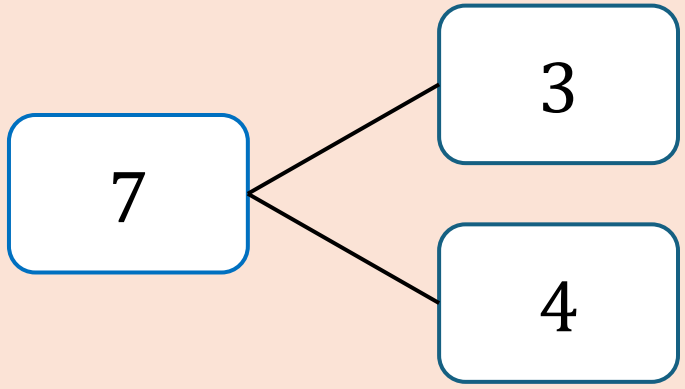
$3 + 4 = 7$

$7 + 4 = 3$

$7 - 4 = 3$

$3 - 4 = 7$

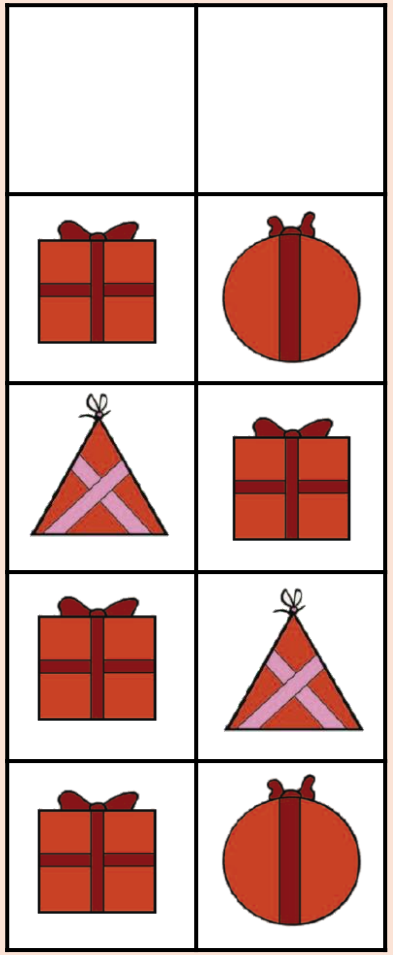
I've written the related facts for this part-whole model!

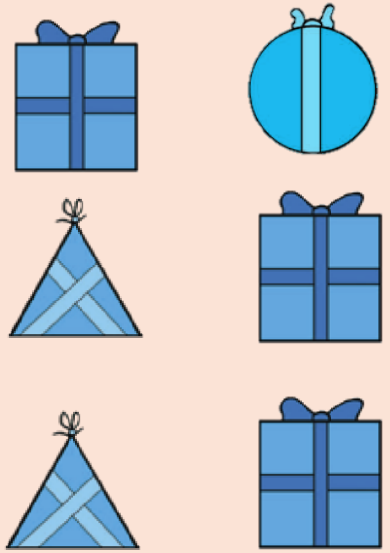



TBAT: Use the ‘Make ten’ strategy

New Learning

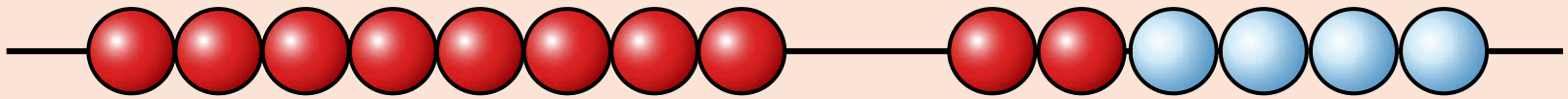
$8 + 6$



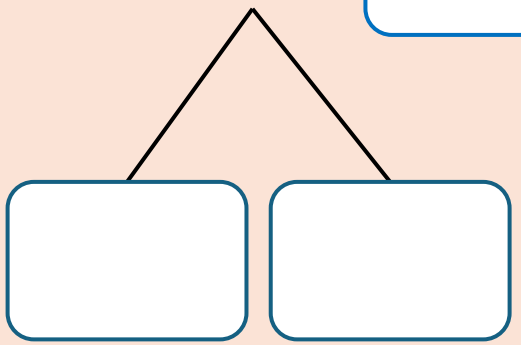


New Learning

- How many beads do I need to add to eight to make ten?



$8 + 6 =$ ☐



**DYNAMIC REPRESENTATION**
**Build up your own representation, ‘live’ in the lesson**
***This image is for teacher planning only***

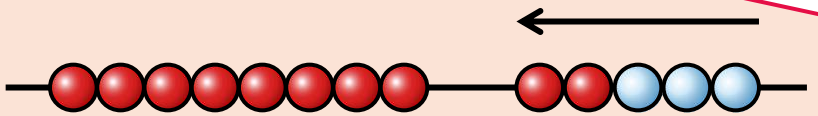
# Using ‘Make ten’ on a bead string

Talk Task

I pick eight plus five.
I know I can use ‘Make ten’ because eight plus two is equal to ten, so eight plus five is greater than ten.

That’s thirteen in total.
Eight plus five is equal to 13.

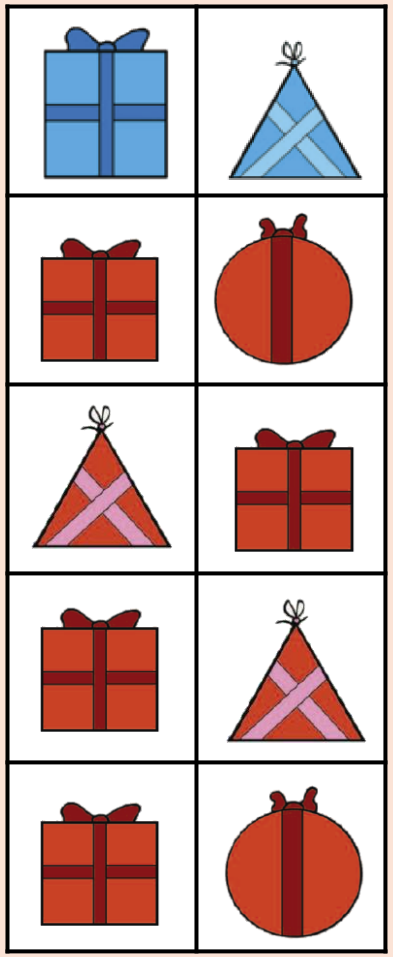
I make eight on the bead string first. Then five more. I can see I need two more beads to make ten. That leaves three more because five is made of two and three.

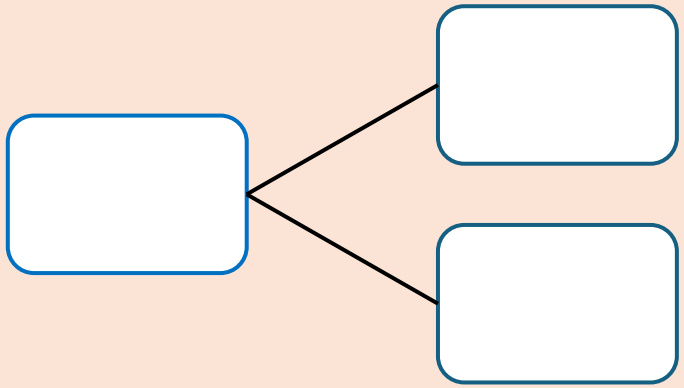


partition part whole ‘Make ten’ addition subtraction

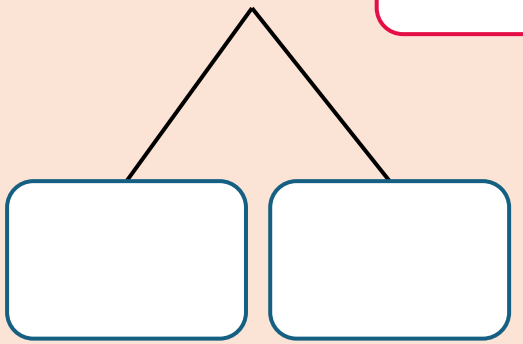
TBAT: use the make 10 strategy

# Subtract using ‘Make ten’ on a ten-frame





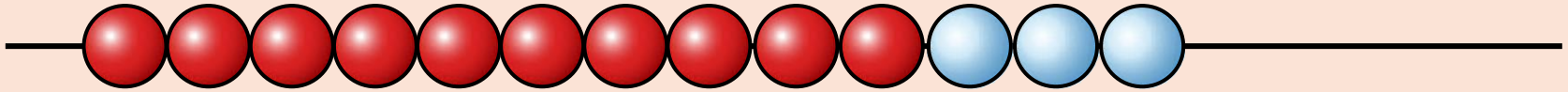
$13 - 5 =$ ☐



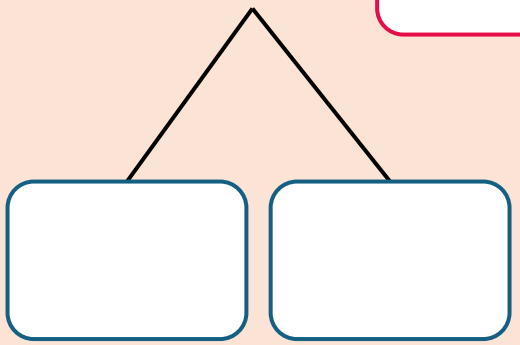
Develop Learning

# Subtract using ‘Make ten’ on a bead string

- How many beads must I subtract from 13 to make ten?



$13 - 5 =$ ☐





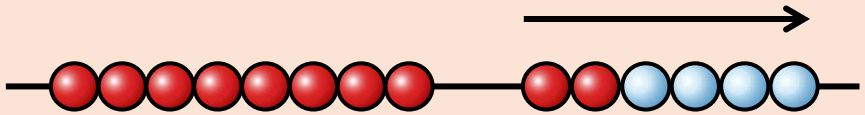
TBAT: use the make 10 strategy

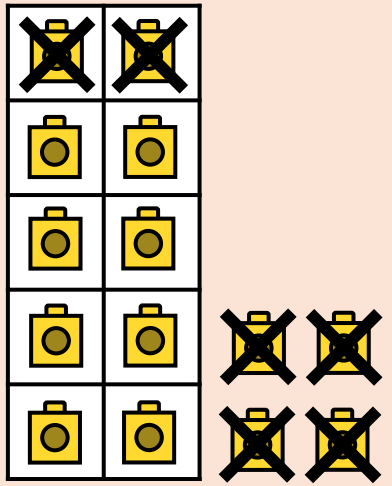
To use a bead string to represent the ‘Make ten’ strategy

$14 - 6$

I moved the four white beads first, then two red beads, because six can be partitioned into four and two. There are eight beads left.

I took away four cubes first, to leave ten. Then I needed to subtract two more cubes, because six can be partitioned into four and two. I was left with eight.





Independent Task

# Break

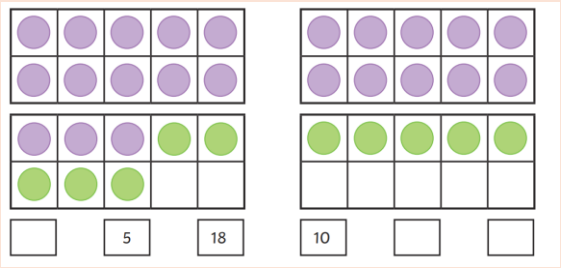
# Independent Challenges:

## Narrative Zone


Write a set of simple instructions.

## Maths Zone

Work out the additions to 20 using a bead string.




## Enquiry Zone

Compare the old and new toys.


## Creative Zone

Use your finger print to create a tree

# Lunch

# Entry question

Why is it your favourite toy?

What does it look like?

What does it feel like?

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# 1

## Unit 1: Toys Over Time

**KQ: Which toys did our grown-ups play with?**

KQ: What toys did our grown-ups play with?

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Lesson 3: Knowledge quiz

# 4 in 4

1. Toys look and feel different. True or false?

**true** **false**

2. A teddy bear today is _____.

**smooth and bendy** **soft and cuddly**

3. A ball is _____.

**round and bouncy** **soft and cuddly**

KQ: What toys did our grown-ups play with?

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Lesson 3: Knowledge quiz

## 4 in 4

4. Match each toy to its description.

I am made of plastic. I am great at going down the stairs!

I am soft. You can squash me into different shapes.

KQ: What toys did our grown-ups play with?

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Enquiry question

How are toys today similar to and different from toys in the past?

KQ: What toys did our grown-ups play with?

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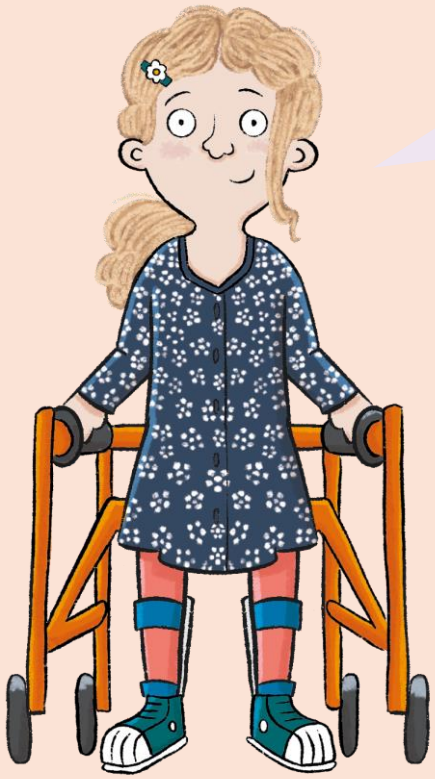
Lesson 3: Lesson statement



In this lesson, we are learning what toys were like in the past.

KQ: What toys did our grown-ups play with?

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Lesson 3: Key term

The key term for this lesson is

**past**.

The past is something that has already happened.

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# Which toys did our grown-ups play with?



## Key knowledge

- The past is something that has already happened.
- Some toys from the past are like toys we play with today.

## Key vocabulary

- **past**
- timeline

KQ: What toys did our grown-ups play with?

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**Blue/ Green**

What type of toy do you think this is?

How do you think you play with toy?

soft construction musical build imaginative

KQ: What toys did our grown-ups play with?

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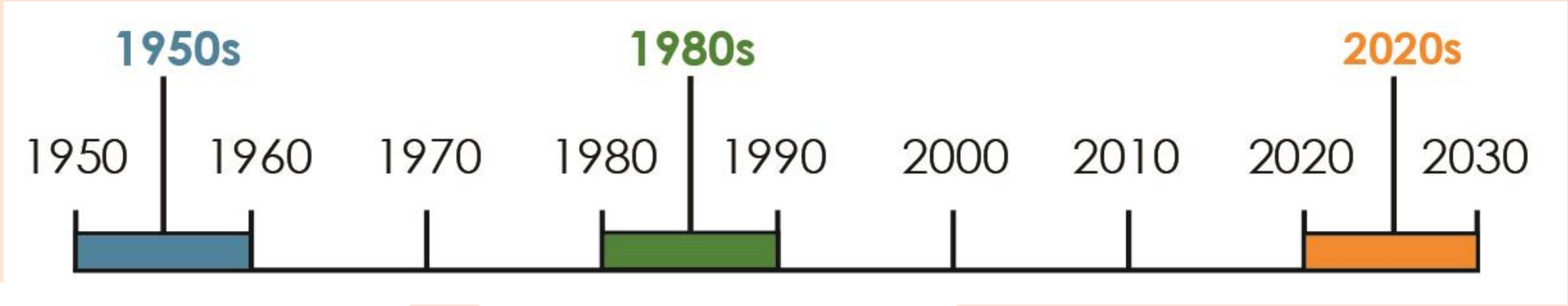
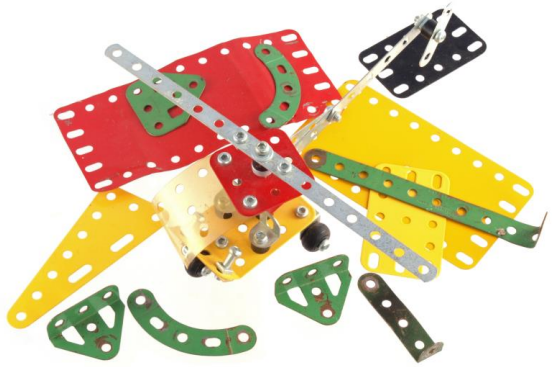
Lesson 3: Read

# Toy timeline

We are travelling back in time to see which toys were popular in the past!



KQ: What toys did our grown-ups play with?

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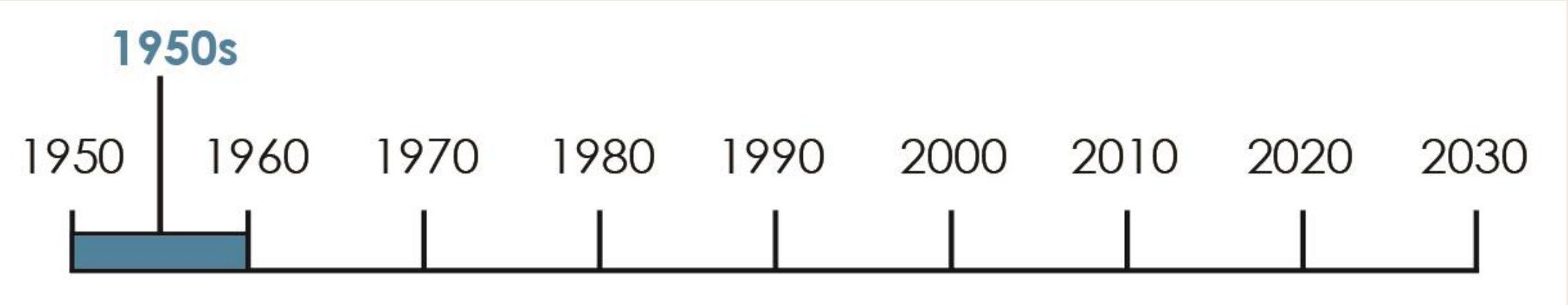
Lesson 3: Read

# Toy timeline: 1950s toys




Children loved playing with hula hoops.

Toys like this doll's house were very popular too.


Many children enjoyed playing with construction toys.

KQ: What toys did our grown-ups play with?

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Lesson 3: Talk task

Can you remember the names of these toys?

Who would have played with them?

KQ: What toys did our grown-ups play with?

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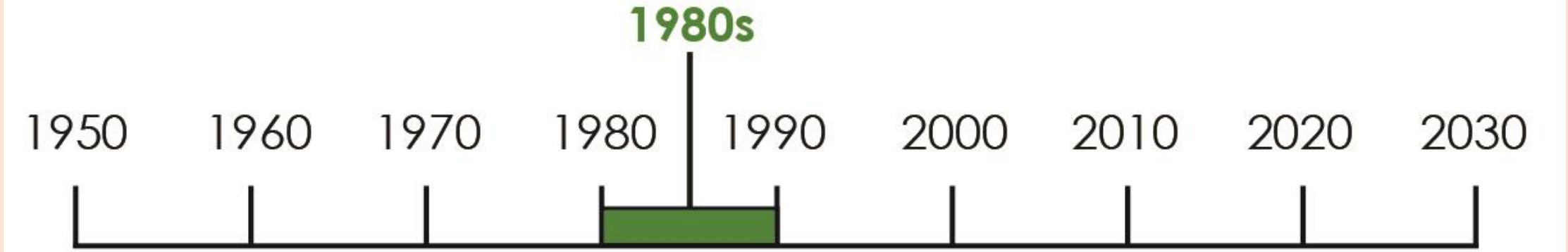
Lesson 3: Read

# Toy timeline: 1980s toys




Roller skates became popular.

Lots of character toys first appeared.

Hand-held games consoles were popular too.

KQ: What toys did our grown-ups play with?

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Lesson 3: Talk task

Can you remember the names of these toys?

Who would have played with them?


KQ: What toys did our grown-ups play with?

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Lesson 3: Group task

# When were these toys first played with?
# Sort the toys into the table.

| Time | Toys |
|---|---|
| 1950s |  |
| 1980s |  |
| 2020s |  |

KQ: What toys did our grown-ups play with?

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Lesson 1:

# When were these toys first played with?

| Time | Toys |
|---|---|
| 1950s |      Track #79 - Classic Analogue Scalextric Car Racing on a Digital Scalextric Track |

KQ: What toys did our grown-ups play with?

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Lesson 1:

# When were these toys first played with?

| Time | Toys |
| --- | --- |
| 1980s |     |

KQ: What toys did our grown-ups play with?

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Lesson 1:

# When were these toys first played with?

| Time | Toys |
|---|---|
| 1990s | Tamagotchi   Furby        |

KQ: What toys did our grown-ups play with?

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Lesson 1:

# When were these toys first played with?

| Time | Toys |
| --- | --- |
| Today |  <br>Invented in the 1950s<br>  <br>Invented in the 1960s<br>  <br>The first games console was made in the 1970s but the first Nintendo was released in 1983, Playstation was released in 1994, xbox in 2001.<br>What other toys are popular now? |

KQ: What toys did our grown-ups play with?

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The first Nintendo

The first Barbie

KQ: What toys did our grown-ups play with?

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## Independent:

When were these toys first played with?
Sort the toys into the table.

| Time | Toys |
|---|---|
| 1950s |  |
| 1980s |  |
| 2020s |  |

## Challenge:

**Which toy would you most like to play with and why?**

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# Exit question:

Which would you most like to play with? Why?

Which toy from the past has been your favourite?