

Monday 12th January

Morning Challenge

1. Why do you think Percy doesn't like water?
2. How do you think he feels about swimming in the pond?
3. Where might he have got the wellies from?
4. What would you say to Percy to encourage him to overcome his fear?



Monday 12th January
Assembly 9:00am

Monday 12th January
9:30

ROCK
STEADY

12.01.26

Times table practice

8x table.

Label the counting stick - what numbers first and why?
(Post its)

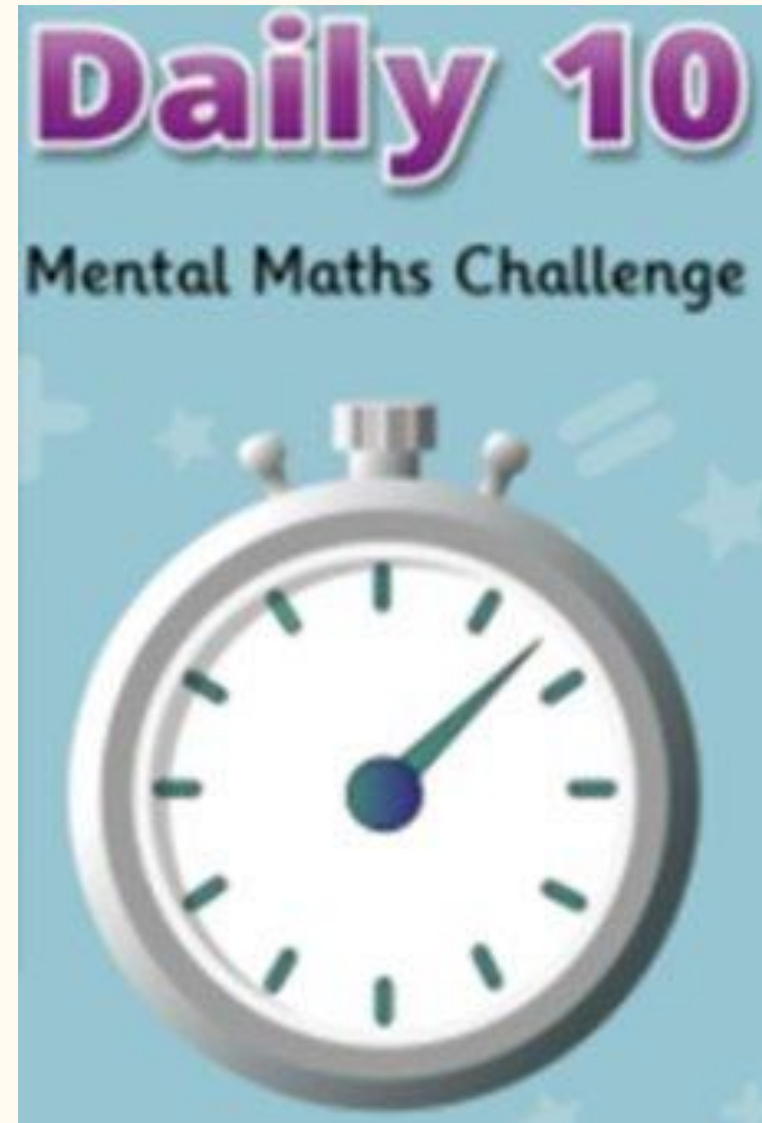


12.01.26

TBAT: add 2 pairs of 2-digit numbers.

8x table

[Daily 10 - Mental Maths
Challenge - Topmarks](#)



12.01.26

TBAT: add 2 pairs of 2-digit numbers.

3 in 3

1. $35 \times 10 =$

2. $\underline{\hspace{2cm}} \times 10 = 180$

3. Use **each** number card **once** to make:

- a) the biggest number
- b) the smallest number

4

9

3

Write the missing numbers in this sequence:

25, 50, , , , 150

12.01.26

TBAT: add 2 pairs of 2-digit numbers.

Talk partners

If we are looking at adding pairs, for example $12 + 12 =$
What other tools have we learnt this year that could help us?

If we are adding $12 + 12$, we could say that we are _____

What method do we use when we _____ ?

12.01.26

TBAT: add 2 pairs of 2-digit numbers.

$$12 + 12 =$$

To work out this calculation you could partition the numbers to double:

$$10 + 10 =$$

$$2 + 2 =$$

Then add the answers together.

OR

Use a formal method:

$$\begin{array}{r} 12 \\ + 12 \\ \hline 24 \end{array}$$

12.01.26

TBAT: add 2 pairs of 2-digit numbers.

With your partner,
double the numbers
in the table.

Try to half each of the
numbers in the table.
(Do not try 25)

Double 4	
Double 14	
Double 25	
Double 46	

12.01.26

TBAT: add 2 pairs of 2-digit numbers.

On whiteboards:

1a. Noah is working on doubling numbers.



Noah

Double 1 is 3, so double 10 must be 12.

Is Noah correct? Explain your answer.

1a. Noah is working on doubling numbers.



Noah

Double 3 is 6, so double 14 must be 28.

Is Noah correct? Explain your answer.

12.01.26

TBAT: add 2 pairs of 2-digit numbers.

Independent

1. Double 6 =
2. Double 9
3. Double 32 =
4. Double 56 =
5. Add the pair of numbers 14 and 14 =
6. Add the pair of numbers 68 and 68 =

RP

Ella has 2 apples. Each day, she doubles the number of apples she has.

- How many apples will she have after 1 day? (Monday)
- How many apples will she have after 2 days? (Tuesday)
- How many apples will she have after 3 days? (Wednesday)

Can you write the number of apples Ella will have after each day?

12.01.26

TBAT: add 2 pairs of 2-digit numbers.

Challenge

3a. George thinks the calculations below are all correct.

A. double 3 is 6 double 30 is 60

B. half of 2 is 1 half of 20 is 10

C. double 2 is 4 double 20 is 40

D. half of 8 is 4 half of 40 is 80

Do you agree with George? Explain your answer.

Mastery Challenge

2a. No child has more than 20 pens. How many pens could each child have?



Oti

I have more than double the number of pens that Mia has.



Tim

I have less than half the number of pens that Mia has.



Mia

I have of 8 pens.

Oti

Tim

Mia

PS

Mastery with greater depth

Follow the rule and write the first 10 numbers in the sequence.

1. Rule: Double and add 1.

Starting Number = 2

2. Rule: Double and subtract 2.

Starting Number = 7

3. Rule: Double and add 2.

Starting Number = 9

4. Rule: Double and add 10.

Starting Number = 5

5. Rule: Double and subtract 1.

Starting Number = 3

Monday 12th January

TBAT: Adding suffixes beginning with a vowel to words with more than one syllable.

Talk partners

How many words do you remember the have the /i/ sound spelt with a y?

This week, we are going to be looking at adding suffixes to a number of different root words.

Can you remember what a suffix is?

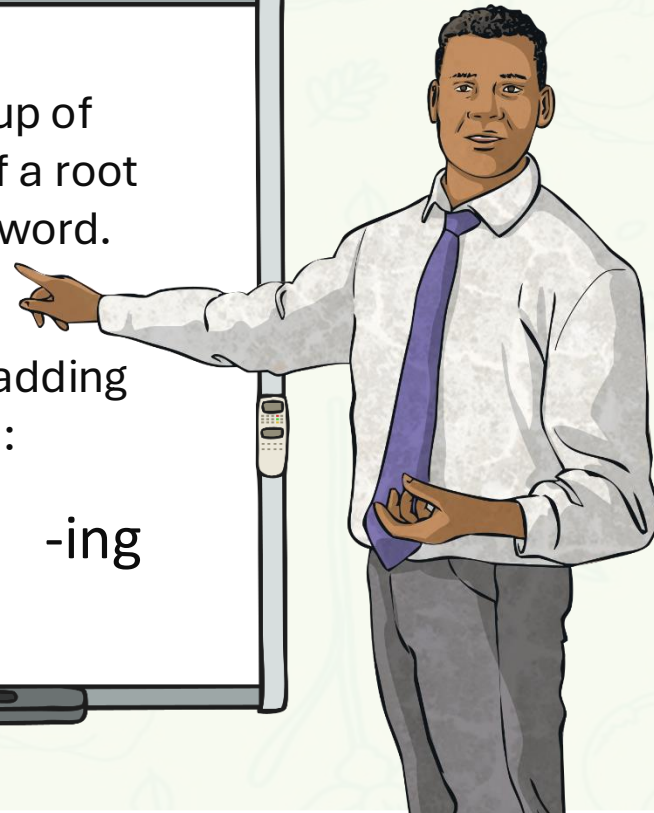
A suffix is a letter or group of letters added at the end of a root word that creates a new word.

We are concentrating on adding these vowel suffixes:

-er

-ed

-ing



We are going to add the vowel suffixes to these root words:

garden

benefit

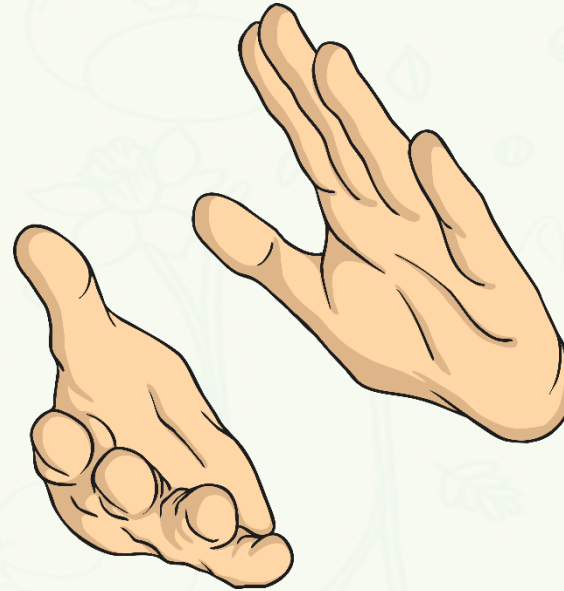
offer

focus

limit

What do you notice about them?

- They all have two or more syllables. Can you clap them?
- They can all be used as nouns and verbs. What does that mean?



Let's look again at the syllables in the root words. Say them aloud with me.

gar/den

ben/e/fit

off/er

fo/cus

lim/it



All of these words have what is called an 'unstressed' last syllable. Unstressed syllables are pronounced slightly quieter and at a slightly lower pitch than stressed syllables.



Look and say these again. The stressed syllables are now written in uppercase letters.

GAR/den

BEN/e/fit

OFF/er

FO/cus

LIM/it



Root words like this do not change when a vowel suffix is added (this rule changes when the last syllable is stressed).



Now work with your partner to write an exciting sentence that contains the chosen word on your whiteboards. Use a dictionary to help if you are unsure of the word's meaning.



Click the button to spin the wheel!



Spin

Monday 12th January

TBAT: Add suffixes beginning with a vowel to words
with more than one syllable.

gardener
gardening
limited
limiting
offering
offered
benefited
benefiting
focused
focusing



Challenge - Use each Y3/4 word in a correctly punctuated sentence.
Include a conjunction.

Monday 12th January

TBAT: make predictions about a text.

3 in 3 (on a character description)

Milo was a small boy with bright, curious eyes that never stopped exploring. His hair was messy, as if the wind played with it every morning. Milo always wore a blue backpack filled with notebooks, pencils, and a half-eaten snack. He loved helping others and was known for his cheerful smile that made people feel calm and happy.

1. What colour were Milo's eyes?
2. What did Milo always carry with him?
3. How did people feel when Milo smiled?

What do you think Milo might enjoy doing at school, based on his description?

Monday 12th January

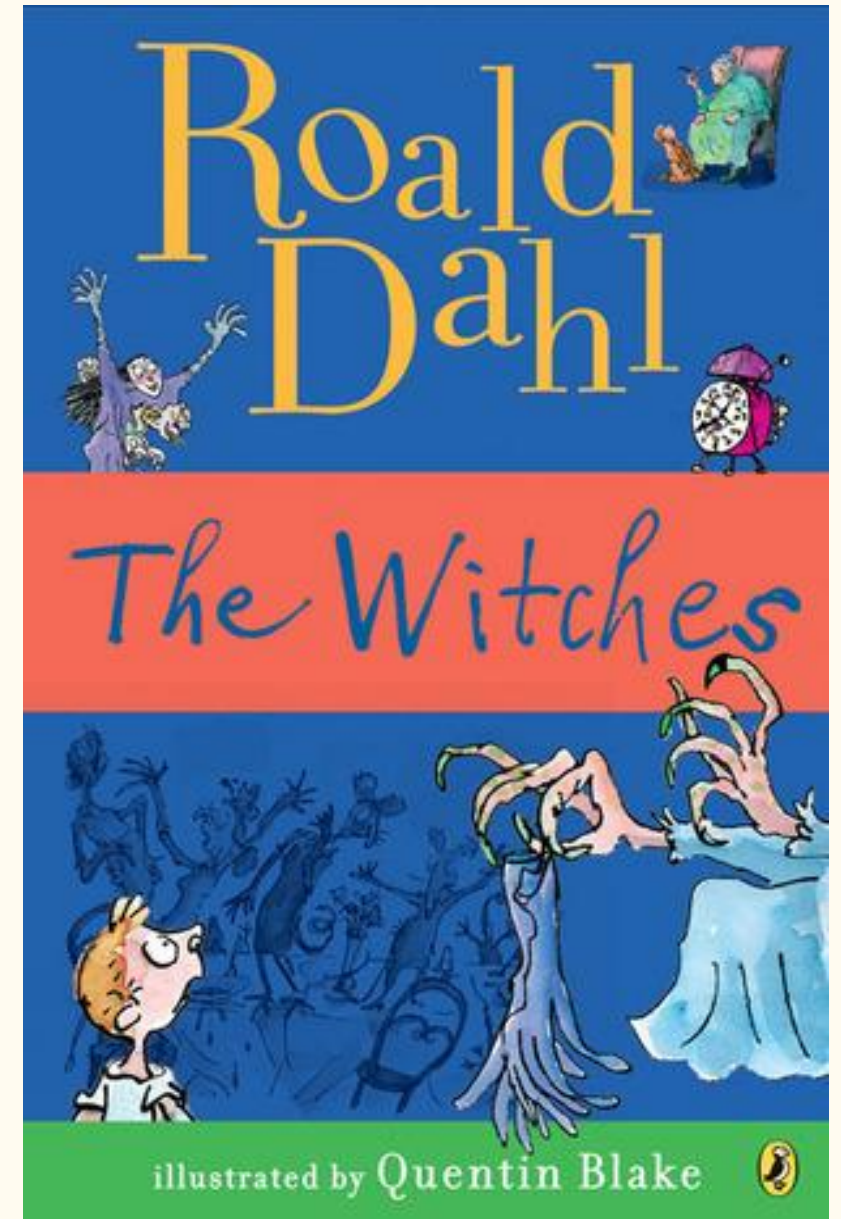
TBAT: make predictions about a text.

Look at the front cover, what do you think this book will be about?

When I look at the front cover of the text, I predict that ...

Remember to say **WHY** you think this.

How do you think the character on the cover is feeling, and what makes you think that?



Monday 12th January

[Roald+Dahl+-+The+Witches.pdf](#) (chapter 1)

TBAT: make predictions about a text.

Words found in the text:

Ordinary - Normal, usual, or nothing special.

Hatred - A very strong feeling of dislike toward someone or something.

Territory - An area of land that belongs to someone or something.

Passion - A strong feeling of love or excitement for something you really enjoy doing.

Victim - A person who has been hurt, harmed, or treated badly by someone or something.

Treads - Walks or steps on something.

Absurdity - Something that is silly, nonsense, or doesn't make sense at all.

Monday 12th January

TBAT: make predictions about a text.

Multiple choice questions

1. What does the narrator say about witches?

They are kind to children. They are real and very dangerous. They like to play games

2. What is one-way witches can trick people?

By flying on broomsticks. By looking like ordinary women. By shouting loudly

3. What do witches dislike the most?

Children Chocolate Sunshine

Why does the narrator warn children about witches in the first chapter?

Because he thinks children should know how to stay safe.

Because witches like to play tricks on adults.

Because he wants children to find a witch.

Monday 12th January

TBAT: make predictions about a text.

Predictions (write in full sentences):

1. The narrator says the witches look like **ordinary** women. What might this mean for the other characters during the story?
2. The witches were described as **very dangerous**. What do you think they might try to do in the story?
3. Why do you think the witches **hate** children?
4. What do you **predict** will happen in the next part of the story? Use evidence from the text to support your answer.

Roald Dahl makes the witches sound frightening but also mysterious. What kind of trouble do you think the boy might get into because of them?

Monday 12th January

Q. How is climate different around the world?

3 in 3

The Earth has many different climates, or weather patterns, all around the world. In some places, it's warm and sunny most of the year, like in deserts or tropical rainforests. Other places, like the Arctic, are very cold with lots of snow and ice. Some places have four seasons: spring, summer, fall, and winter. Every place on Earth has its own special climate that helps plants, animals, and people live in different ways.

1. What do you think makes the climate in the Arctic so cold?
2. How would you dress if you lived in a tropical rainforest?
3. What kinds of animals do you think live in hot and cold climates?

Monday 12th January

Q. How is climate different around the world?

What is the definition of weather?

What is the definition of climate?

What units do you measure rainfall and temperature in?



How are climate zones
different around the world?





In this lesson, we will learn about different climate zones and their locations.



The key term in this lesson is
climate zone.

A climate zone is a large area with a certain type of climate.



How is the climate different around the world?

Key knowledge

- 'Climate' means what the temperature and rainfall is usually like in a place.
- Places near the Equator are hot and wet.
- Places along the tropics are dry all year.
- Places get colder as you move from the Tropics to the Poles.

Key vocabulary

- arid
- equatorial
- polar
- subpolar
- temperate
- tropical



Can the same animals and plants be found across the world?



What is 'climate' and what is a 'climate zone'?

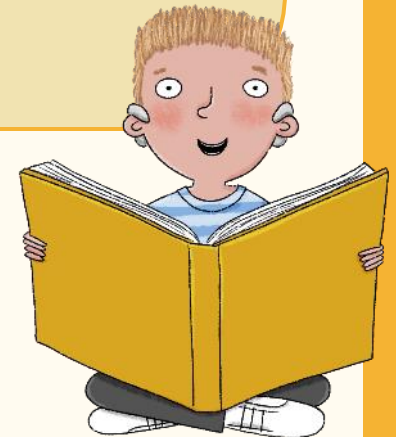
When we describe the climate of a place, we are describing the average amount of rainfall and the average temperature at different times of the year over time—usually over 30 years.



What is 'climate' and what is a 'climate zone'?

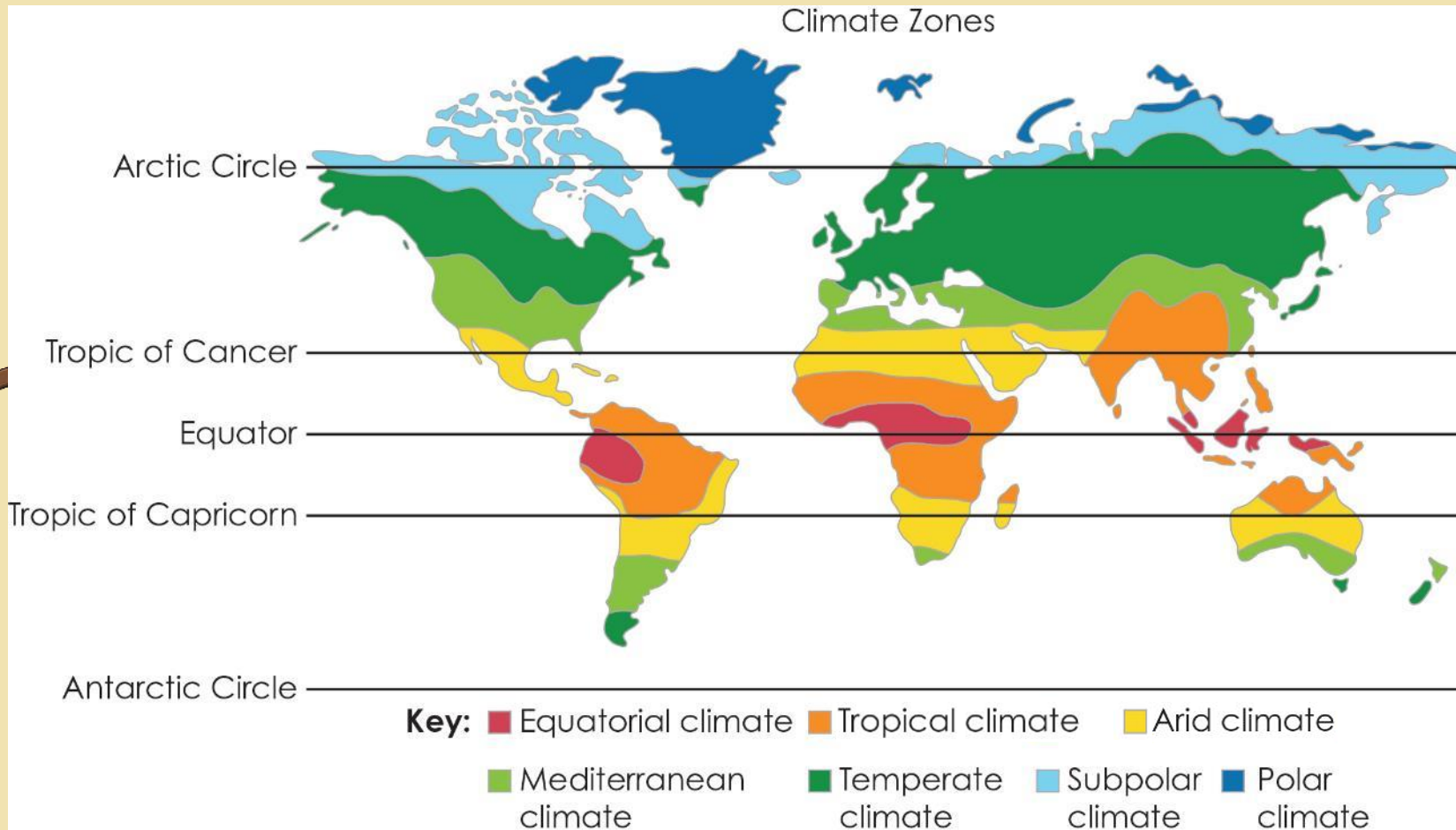
Climate zones are large areas around the world that share a similar climate. They all experience similar amounts of rainfall and similar temperatures across the year. This does not mean that the climates are exactly the same all the time, but they do follow the same pattern.

A place can have a similar climate to another place, even if those places are on opposite sides of the world.



What is 'climate' and what is a 'climate zone'?

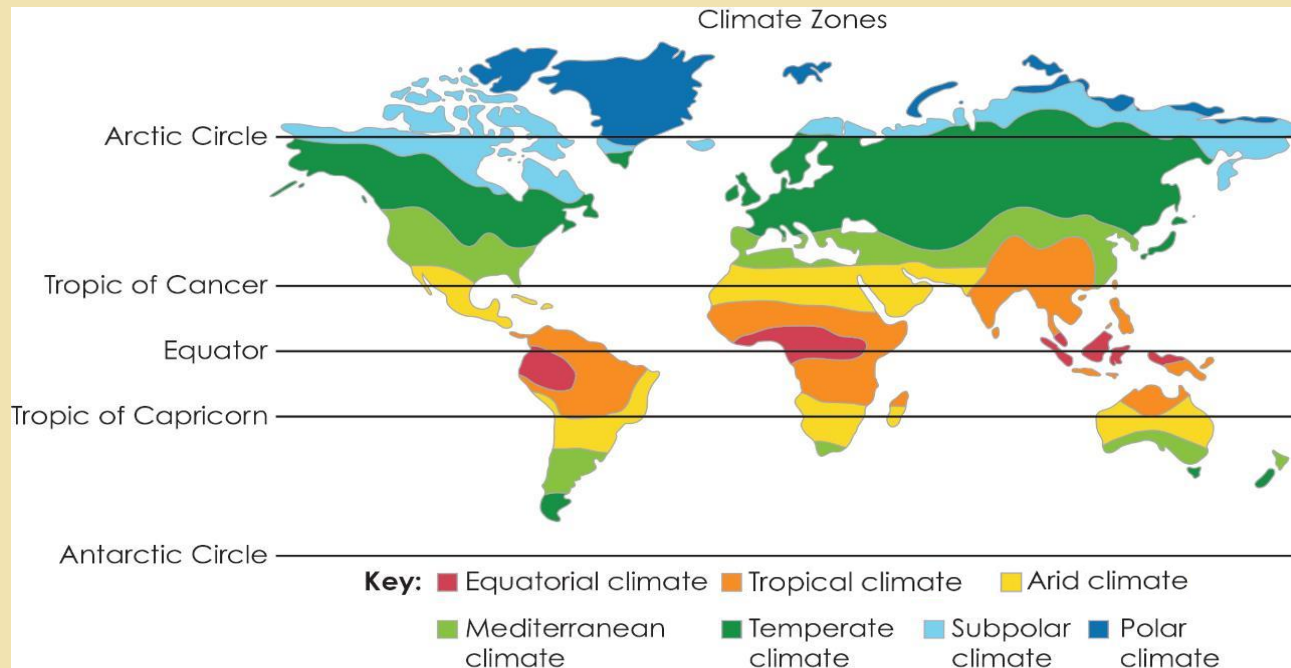
On this map you can see the main climate zones across the world. Each is represented by a different colour.



What is 'climate' and what is a 'climate zone'?

You can also see the **Equator**, the **Tropic of Cancer**, the **Tropic of Capricorn**, the **Arctic Circle** and the **Antarctic Circle**.

These imaginary lines are not actually drawn on the Earth, but they help us to understand climate and why certain climate zones are in certain places.










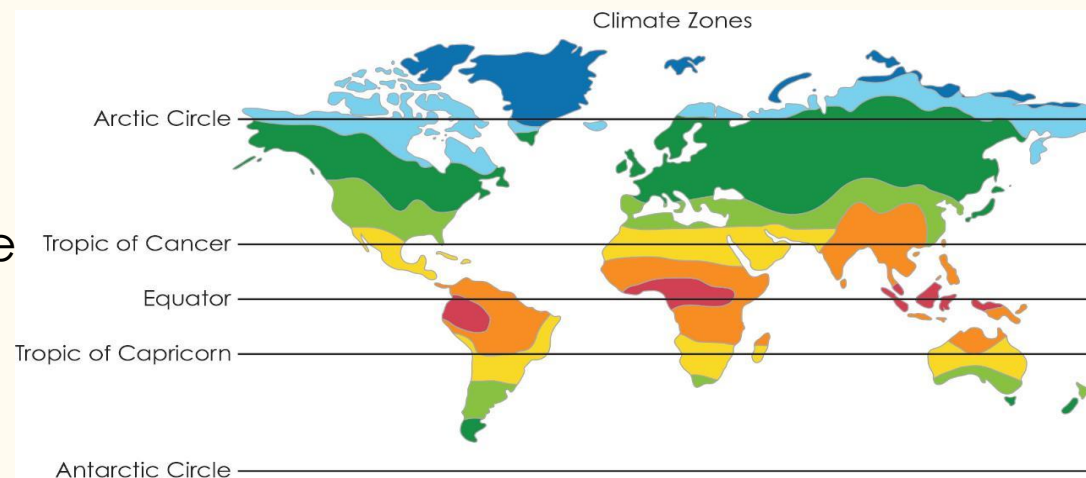
What is 'climate' and what is a 'climate zone'?

Places in climate zones along the Equator and between or close to the Tropics are usually the hottest. On the map, these are the climate zones that are red, orange and yellow.

As you move away from the Tropics, places get much colder. This is to the North, to the Arctic Circle; and to the South, to the Antarctic Circle. The areas that are in the light and dark blue climate zones on the map are usually the coldest.

Key:

	Equatorial climate
	Tropical climate
	Arid climate
	Mediterranean climate
	Temperate climate
	Subpolar climate
	Polar climate



Answer these questions on your whiteboards:

When we study climate, which two areas of the weather do we focus on?

How many years are used to calculate the average climate in a place? _____

Name the **five** imaginary lines that help us understand climate. _____



Answer these:

When we study climate, which two areas of the weather do we focus on? **temperature and rainfall**

How many years are used to calculate the average climate in a place? **30 years**

Name the **five** imaginary lines that help us understand climate.

Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle



Answer these questions on your whiteboard:

1. List the **seven** different climate zones.

2. Do places need to be near each other to have a similar climate? Explain your thoughts.



Answer these:

1. List the **seven** different climate zones.

Equatorial, tropical, arid, Mediterranean, temperate, subpolar, polar

2. Do places need to be near each other to have a similar climate? Explain your thoughts.

No, they can be on opposite sides of the world or experience the same climate at a different time of year. They just need to experience the same climate conditions.



Where are the different climate zones located?

Equatorial climate zones are mostly located along the Equator.

Tropical climate zones are mostly located between, or along the Tropics.

Arid climate zones are mostly located along, or north or south of the Tropics.

Mediterranean climate zones are mostly located north or south of the arid zones.

Temperate climate zones are mostly located just south of the Arctic Circle, or just north of the Antarctic Circle.

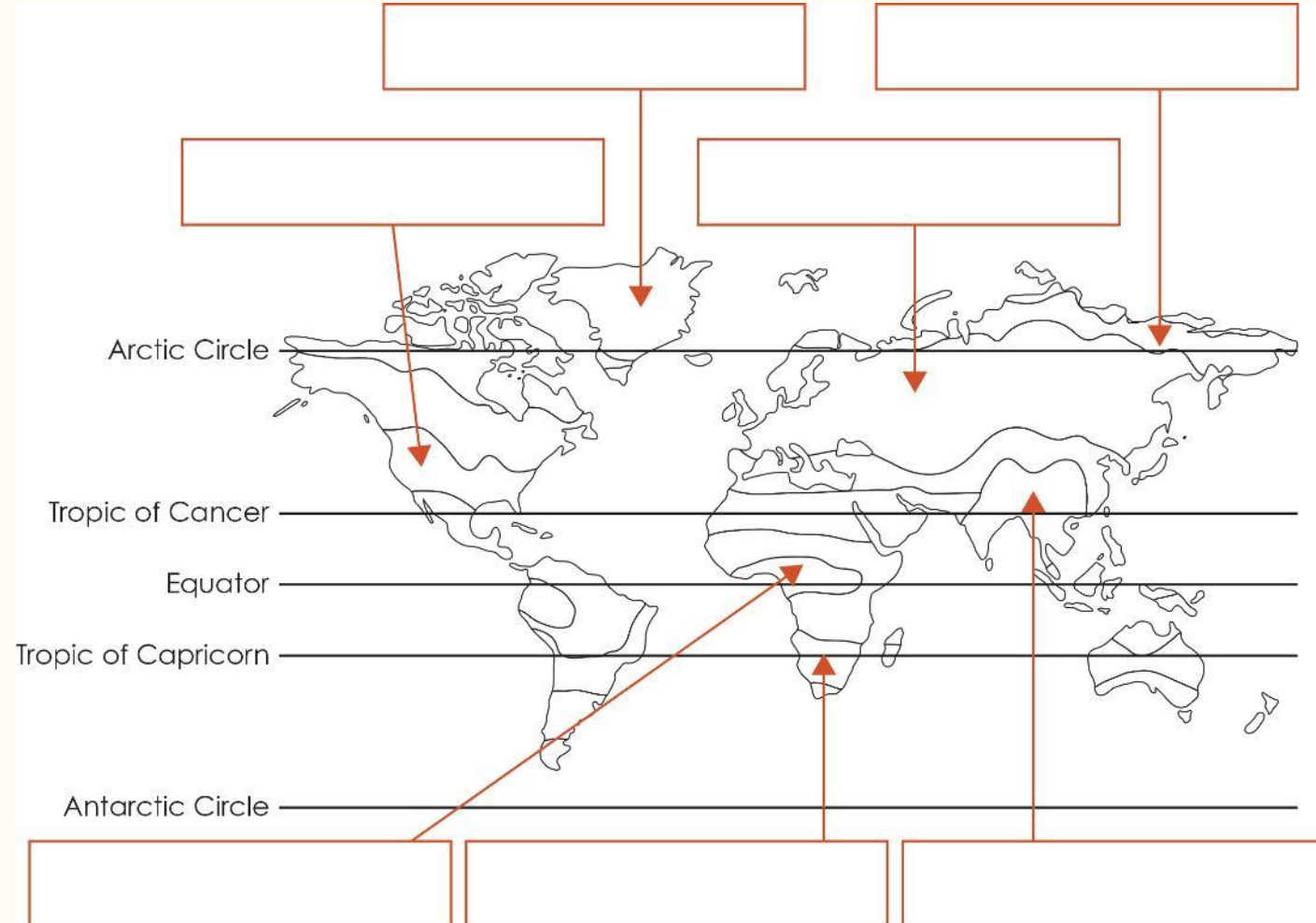
Subpolar climate zones are located south of the polar zones and along the Circles.

Polar climate zones are located around the North and South Poles. They are the furthest away from the Equator.



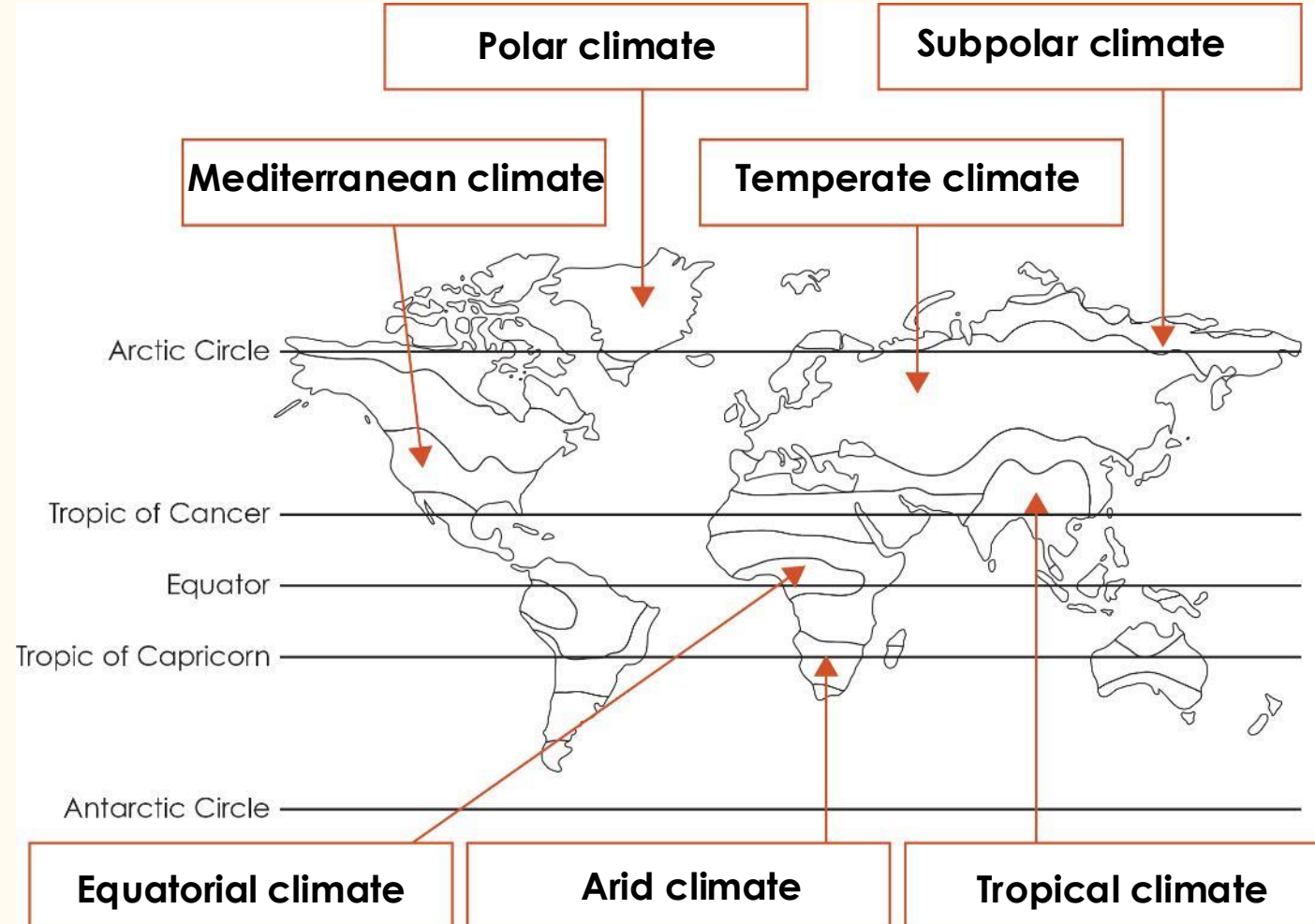
Where are the different climate zones located?

Label each of the climate zones on the diagram. Look carefully at the location of the Equator, the Tropics, and the Arctic and Antarctic Circles.



Where are the different climate zones located?

Label each of the climate zones on the diagram. Look carefully at the location of the Equator, the Tropics, and the Arctic and Antarctic Circles.



How is the climate different around the world?

Lesson 2: Learning review



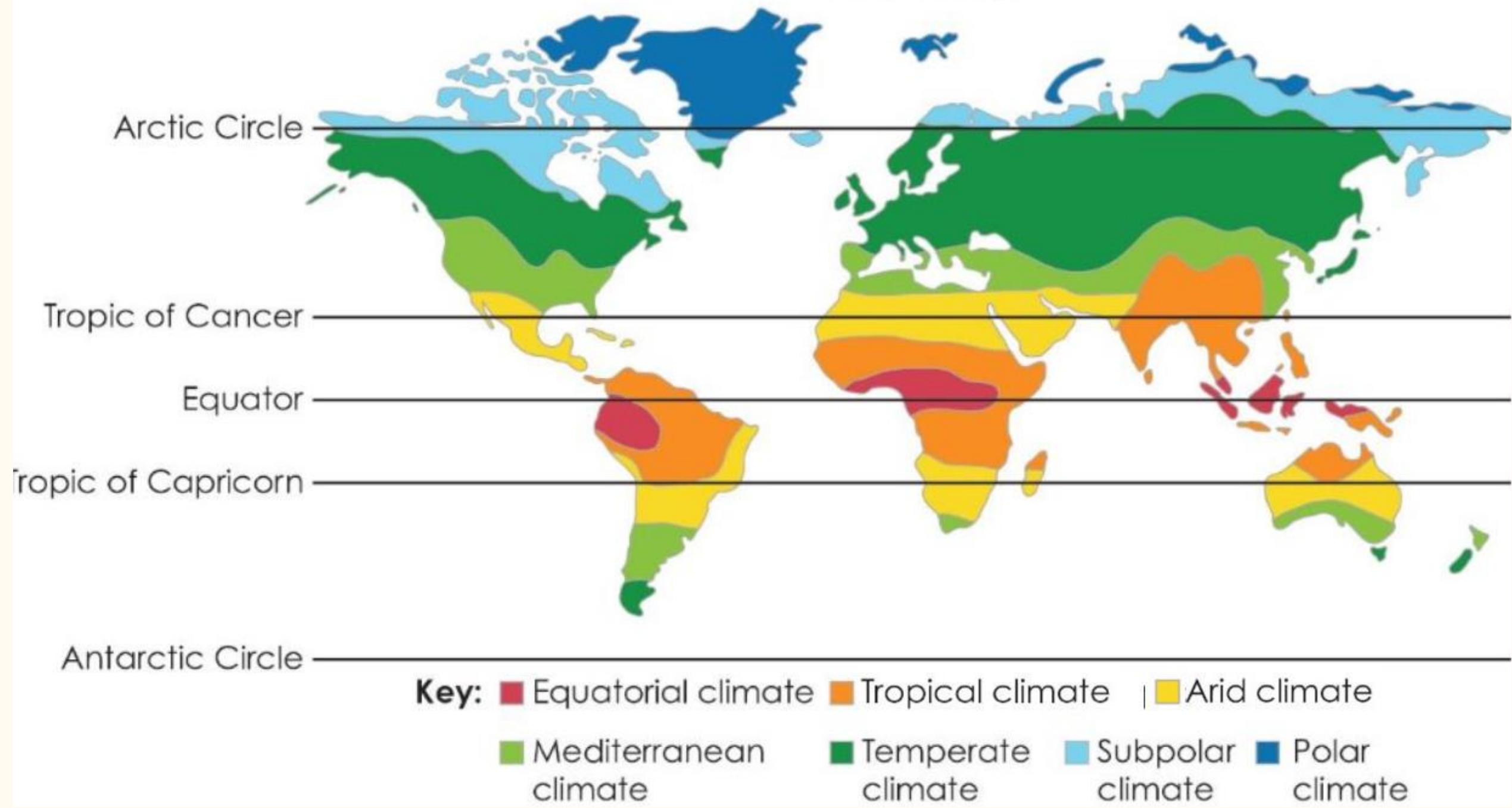
Exit question

How are climate zones different around the world?



List three points to summarise what you have learnt.

Climate Zones



lundi 12 janvier

TBAT: recognise 5 different instruments



[Home](#)

<http://languageangels.com>

Lundi 12 Janvier

TBAT: recognise 5 different instruments

Nom: _____ INSTRUCTIONS: Match the French to the English for each instrument.

la flûte à bec

la batterie

la guitare

la clarinette

la trompette

the drums

the trumpet

the recorder

the guitar

the clarinet

