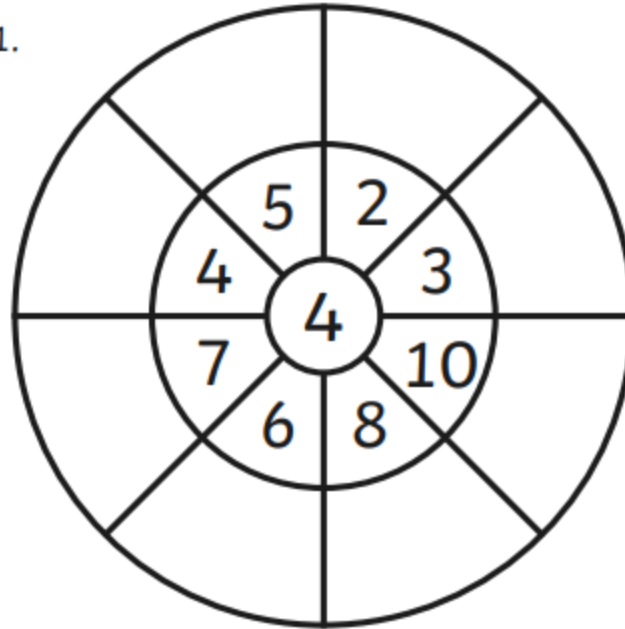


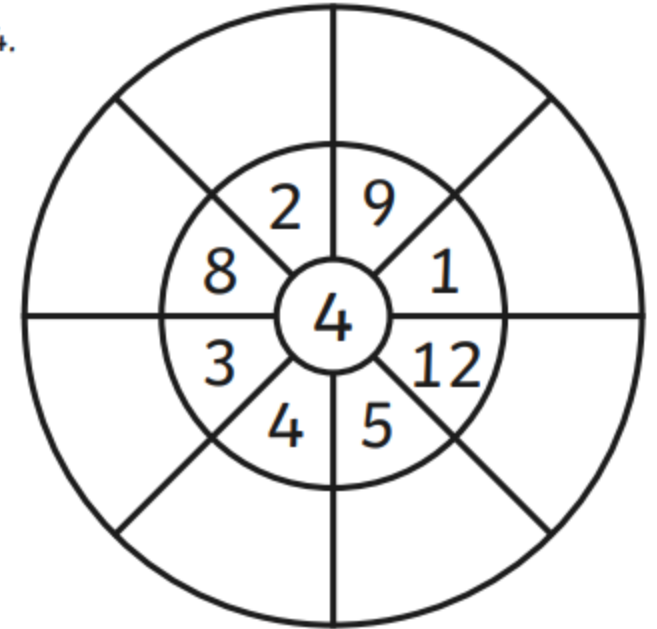
# Tuesday 13th January

## Morning Challenge

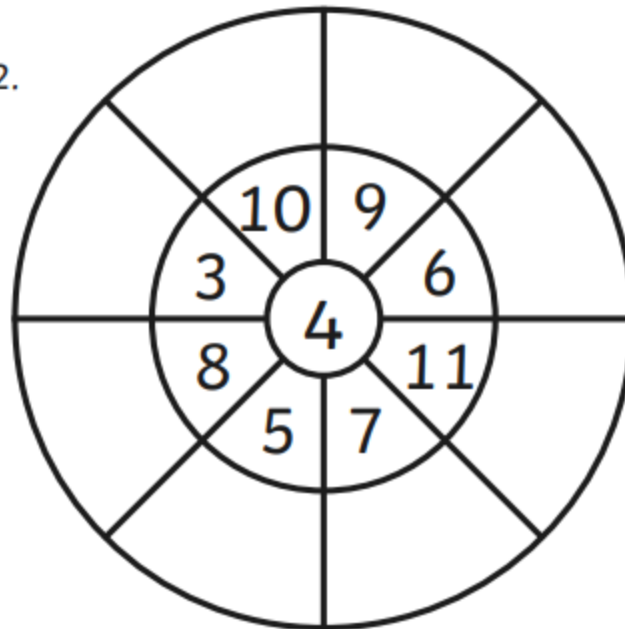
1.



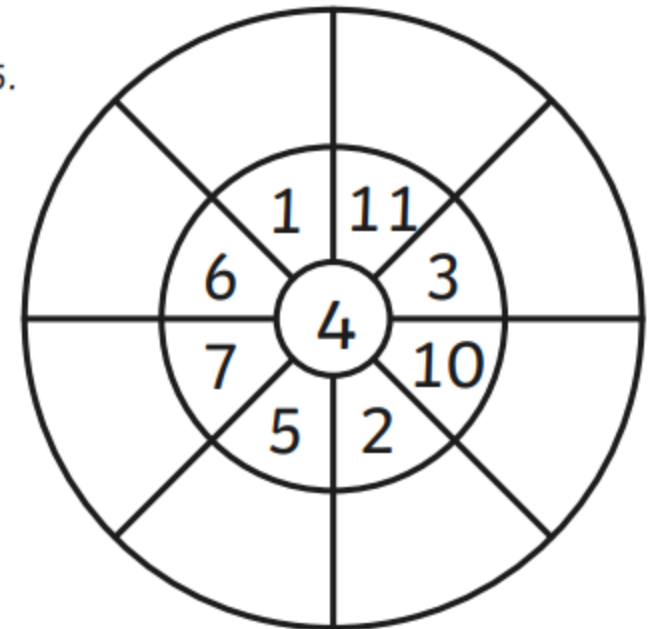
4.



2.



5.



Tuesday 13th January

TBAT : understand the meaning of powerful verbs.

Replace the verb in this sentence with a strong and powerful verb to *show* the action.

Laura cut up her apple before she ate it.

Simon put his coat on his peg.

How many ways can you think of to replace the word walk.

Tuesday 13th January

TBAT : understand the meaning of powerful verbs.

Read the sentences below. Has the most appropriate synonym been used? Change the verbs if necessary.

- We were in a rush so mum and I had to **stroll** to the car.
- Dad and I went for a relaxing **march** around the lake.
- The model had to **plod** down the catwalk.
- My friends and I went on a **shuffle** up the mountain.
- We had to **stomp** around the house quietly so we didn't wake up the baby.
- Jane and Janesh arrived far too early so they decided to **hurry** along the seafront.

Look up the word 'walk' in the thesaurus and write any other synonyms you find.

13.01.26

Times table practice

4 x table.

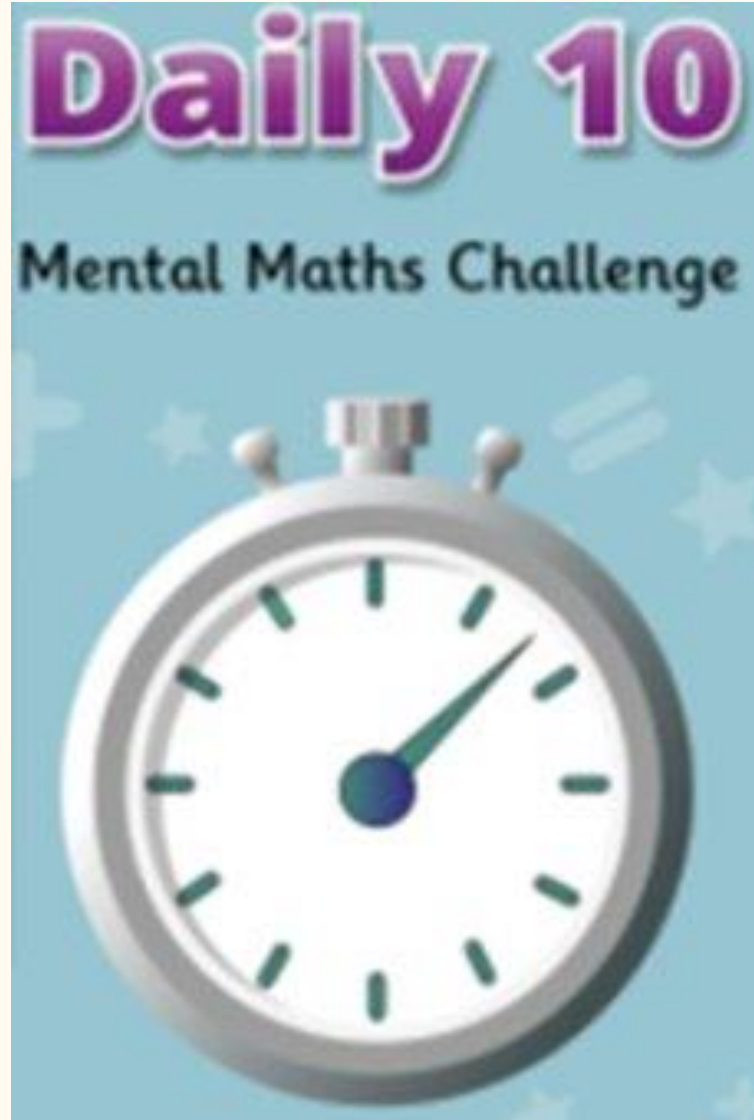
Label the counting stick - what numbers first and why?  
(Post its)



13.01.26

TBAT: add two 3-digit numbers.

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



13.01.26

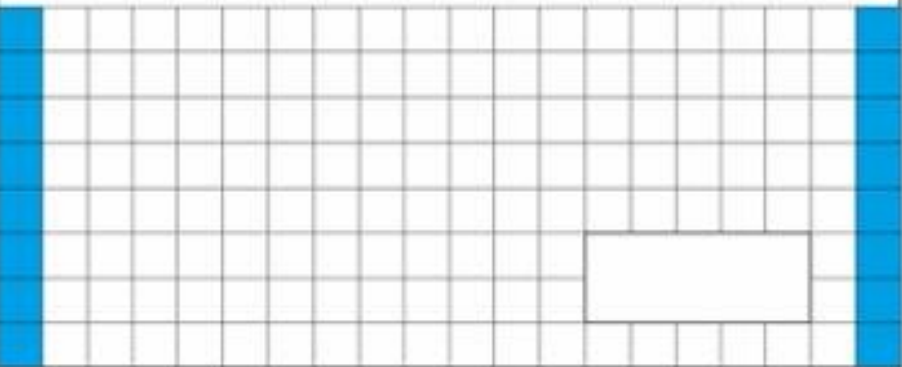
TBAT: add two 3-digit numbers.

3 in 3

1.  $120 \div \underline{\quad} = 12$



2.  $99 + 99 =$



3. Mitul bought 250g of apples. Jake bought 125g more than Mitul. How many grams did Jake buy?

**Challenge**

Write these fractions in ascending order.

$\frac{3}{7}$ ,  $\frac{9}{7}$ ,  $\frac{2}{7}$ ,  $\frac{6}{7}$ ,  $\frac{1}{7}$ .

13.01.26

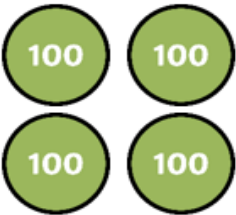

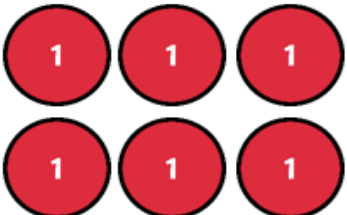

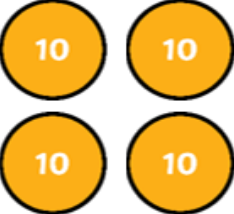

TBAT: add two 3-digit numbers.

**Talk partners**

Work  
together to  
solve this  
calculation.

We need to find the total value for each column. We always start with the place value column of the smallest value. In this example, it is the ones column.

$$426 + 143 = \boxed{569}$$

| H  | T   | O   |
|--|---|---|
|   |    |   |
|  |  |  |
| <div>500</div>   | <div>60</div>   | <div>9</div>  |

13.01.26

TBAT: add two 3-digit numbers.

Now, we will use the written method of column addition to solve a different addition calculation.

$$416 + 252 = \boxed{668}$$

|   | H        | T        | O        |
|---|----------|----------|----------|
|   | 4        | 1        | 6        |
| + | 2        | 5        | 2        |
|   | <b>6</b> | <b>6</b> | <b>8</b> |

$$6 \text{ ones} + 2 \text{ ones} = 8 \text{ ones}$$

$$1 \text{ ten} + 5 \text{ tens} = 6 \text{ tens}$$

$$4 \text{ hundreds} + 2 \text{ hundreds} = 6 \text{ hundreds}$$



13.01.26

TBAT: add two 3-digit numbers.

On whiteboards:

$$825 + 154 =$$

|       | H | T | O |
|-------|---|---|---|
|       | 8 | 2 | 5 |
| +     | 1 | 5 | 4 |
| <hr/> |   |   |   |
|       |   |   |   |
| <hr/> |   |   |   |

$$642 + 234 =$$

|       | H | T | O |
|-------|---|---|---|
|       | 6 | 4 | 2 |
| +     | 2 | 3 | 4 |
| <hr/> |   |   |   |
|       |   |   |   |
| <hr/> |   |   |   |

13.01.26

TBAT: add two 3-digit numbers.

Which calculation is the odd one out?



A.

|       |   |   |   |
|-------|---|---|---|
|       | 3 | 2 | 7 |
| +     | 3 | 6 | 8 |
| <hr/> |   |   |   |
|       |   |   |   |
| <hr/> |   |   |   |
|       |   |   |   |

B.

|       |   |   |   |
|-------|---|---|---|
|       | 5 | 1 | 0 |
| +     | 1 | 2 | 5 |
| <hr/> |   |   |   |
|       |   |   |   |
| <hr/> |   |   |   |
|       |   |   |   |

C.

|   |  |   |   |
|---|--|---|---|
|   | H  | T   | O |
|   |  | 3   | 8 |
| + |  |  |   |
|   | 1  |   | 7 |

Explain your answer.

13.01.26

TBAT: add two 3-digit numbers.

Independent

1.  $367 + 212 =$

2.  $524 + 351 =$

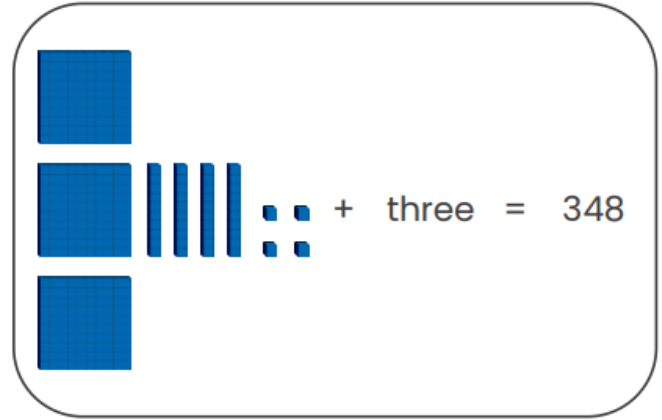
3.  $729 + 153 =$

4.  $247 + 525 =$

RP1: Jenny has 423 coins in her piggy bank. She says that if she adds another 242 she will have 655. Is she correct? Explain your answer.

RP2:





2a. Ruby has written this number sentence.



Is she correct? Explain your answer.

Challenge

1b. Which digits are hidden underneath the splats?






|   | H   | T  | O   |
|---|---|--|---|
|   |   |  | 8   |
| + |  | 2  |  |
|   | 4   | 6  | 3   |

# 13.01.26

## TBAT: add two 3-digit numbers.

### Mastery Challenge

3b. Which calculation is the odd one out?

|    |   |   |   |   |
|----|---|---|---|---|
| A. |   | H   | T   | O   |
|    |   | 1   |    | 6   |
|    | + | 2   | 2   | 0   |
| B. |   | H   | T   | O   |
|    |   |  | 8   | 4   |
|    | + | 5   | 3   |    |
| C. |   | H   | T   | O   |
|    |   | 5   | 4   |  |
|    | + | 3   |  | 2   |

Explain your answer.

### Mastery with greater depth

5b. Use any digit card from 0 – 9 to create an addition with 1 exchange. You may only use each digit once in any calculation. Your answer must be greater than 782 and less than 858.

$$\begin{array}{r} \square \square \square \\ + \square \square \square \\ \hline \end{array}$$

Is there more than one possible answer?

Tuesday 13th 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?

Tuesday 13th January

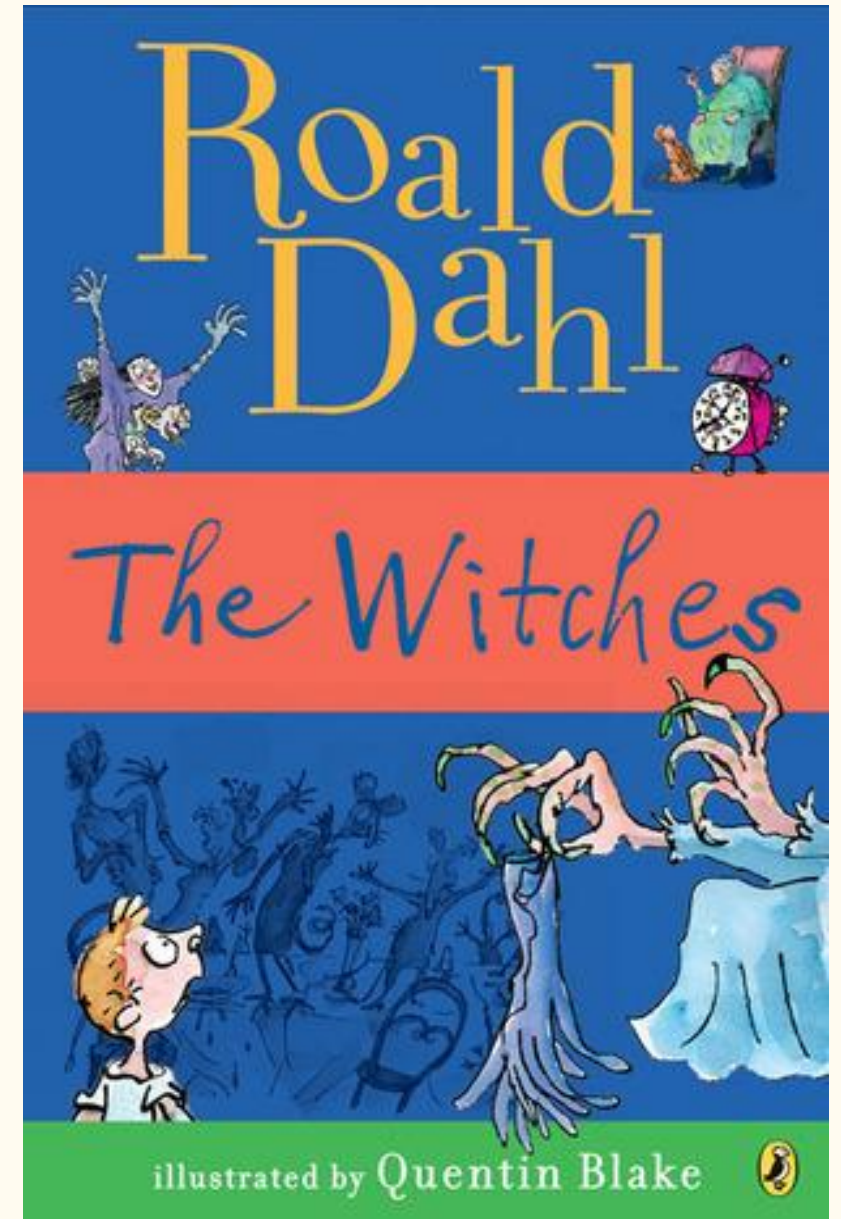
TBAT: make predictions about a text.

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?



Tuesday 13th 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.

Tuesday 13th 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.



Tuesday 13th 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?



**AUDITIONS**

Tuesday 13th January

TBAT: explore sounds in a poem and sing the chorus of a song.

[The Collins Hub Educator > Library](#)



**Listen to the poem (STEP 1) and hear for how the words are described.**

**Then it is your turn to join in with the sounds from the poem.**

**Key Vocabulary:**

**Dynamics:** How loud or soft the music is.

**Duration:** The length of time a note or sound lasts.

**Lyrics:** The words of a song.

**Verse:** A section of a song where the story or ideas develop; usually changes each time.

**Harmony:** Different notes played or sung together to support the main melody.

**Chorus:** The repeated part of a song, usually the most memorable section.



Tuesday 13th January

TBAT: explore sounds in a poem and sing the chorus of a song.

## Blue / green partners

Why did the reader perform actions alongside the poem?

How could the sounds be better/ more effective?



Tuesday 13th January

TBAT: explore sounds in a poem and sing the chorus of song.

What are the main features of our local area?

We will practice this song called 'My place' altogether.

Then we will divide the class in half and have voice 1 and voice 2.

(Part 2, step 1, lyrics- lines on videos).

My place.

The place where I live.

My place.

The place I call home.

My place.

The place where I belong.

Doo di doo, doo di doo, doo di doo.

My place.

The place where I live.

My place.

The place I call home.

My place.

The place where I belong.

Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

**sprite**

a graphic object that can be controlled by a program



**blocks**

ready-made programming commands that carry out actions



**costume**

a costume changes the appearance of a sprite





Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

Scratch is a block-based program that can be used to create projects.

A **sprite** is a graphic object in Scratch that can be controlled.



Scratch has lots of **sprites** which you can choose from or you can even draw your own.



Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

Where have you seen these **blocks** being used before?



*These are **blocks** of commands from Scratch Jr.*



Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

**Blocks** in Scratch can be used to control the movement of a **sprite**.



move **sprite** forward 10 steps



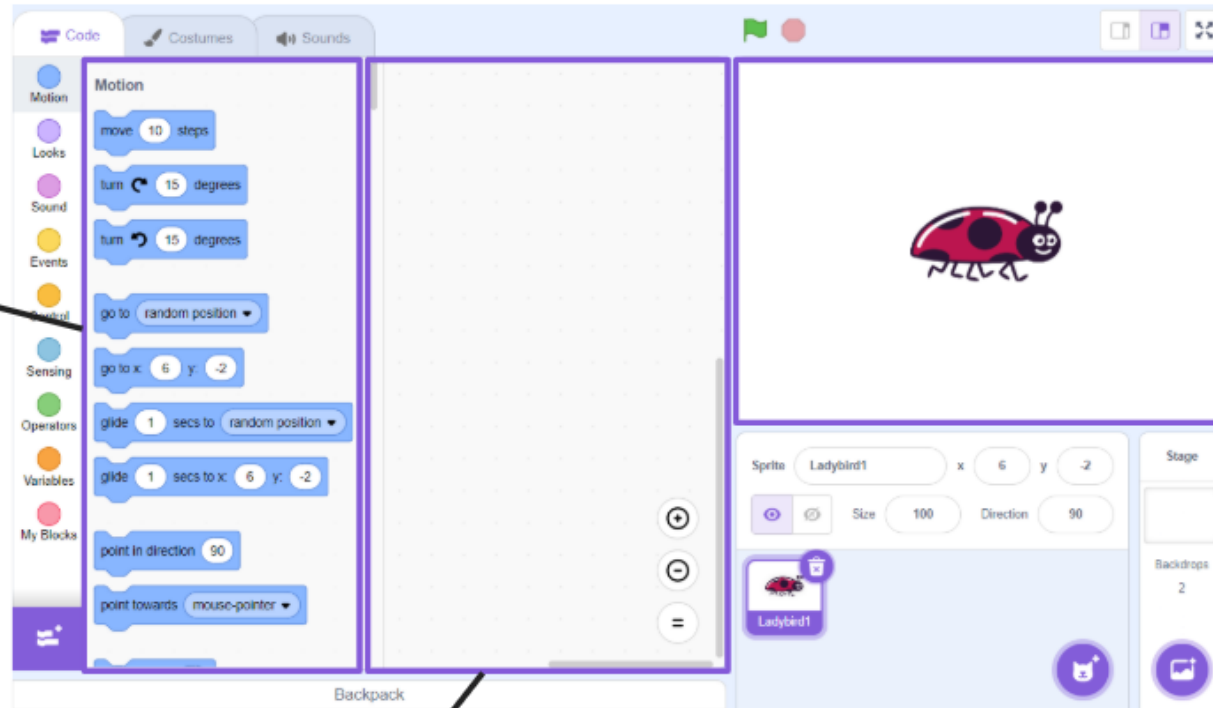
turn **sprite** clockwise by 15 degrees

Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

**Blocks** need to be added to a **sprite** to control it.

**blocks**  
that  
can be  
used



stage  
where  
**sprites** will  
perform  
the actions  
of the  
**blocks**

code area where **blocks** are placed to control **sprites**

Scratch Foundation under CC BY-SA 2.0



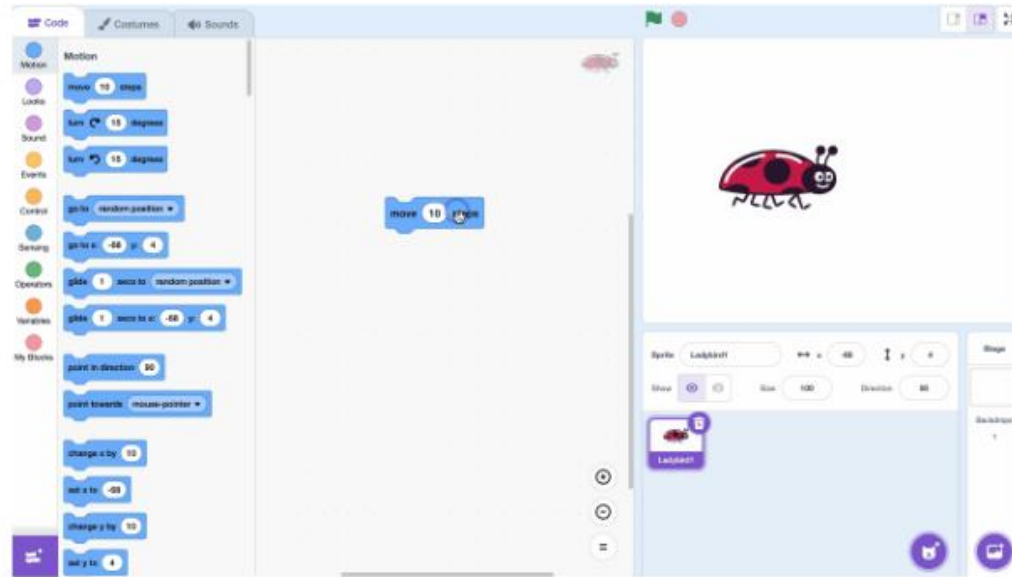
Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

Teachers to model first.

Move the **blocks** needed to control a **sprite** into the code area.

1. Select the **sprite** that needs to be controlled
2. Drag the **blocks** into the code area.
3. Click the **block** to run its command.



Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

Partner talk:

What sprite would you like to use?




What are you planning for your sprite to do?

Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

It is now your turn to see if you can get your sprite to follow these blocks.

Run each **block** and describe how it works.

| Block   | What the block does   |
|---|---|
|    | <i>Moves the <b>sprite</b> forward 10 steps in the direction the <b>sprite</b> is facing.</i> |
|   |   |
|  |   |

Tuesday 13th January

Q: How to use sprites in Scratch and customise them?

Now investigate changing your sprites look,  
use different blocks and even try to add  
sounds.

Tuesday 13th January  
TBAT: select and link appropriate actions.

Get Set 4 PE - Lesson Plan -3 for Year 3 Dance

**Talk partners**  
What does the word unison means?