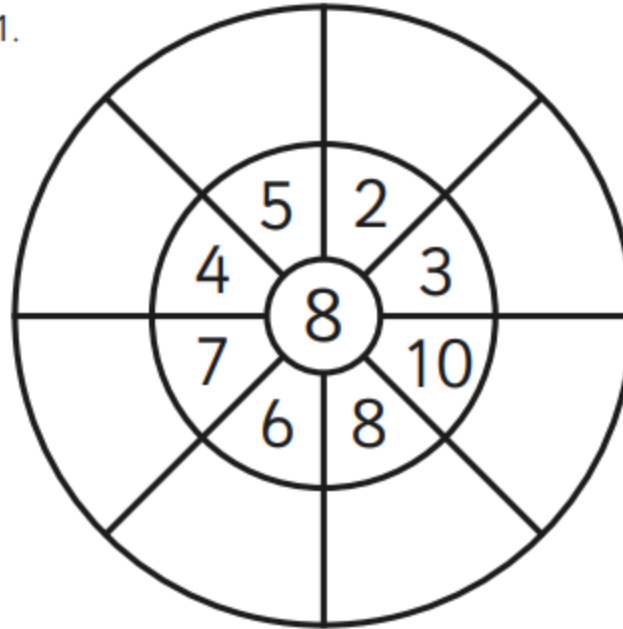


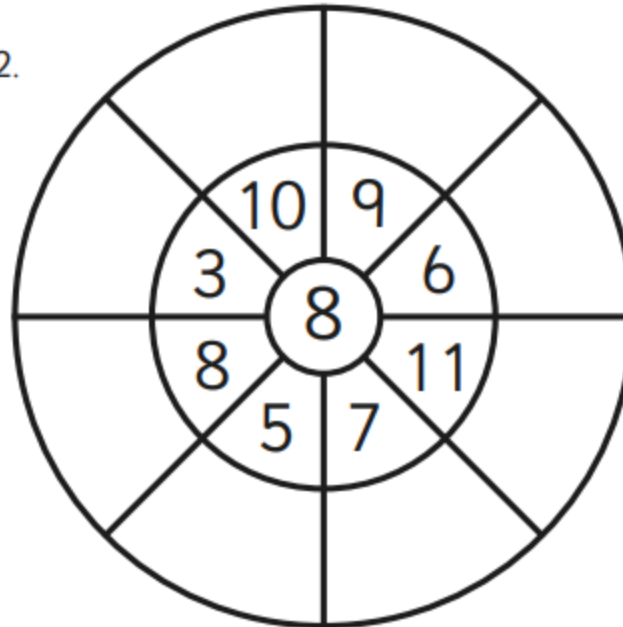
Wednesday 14th January

Morning Challenge

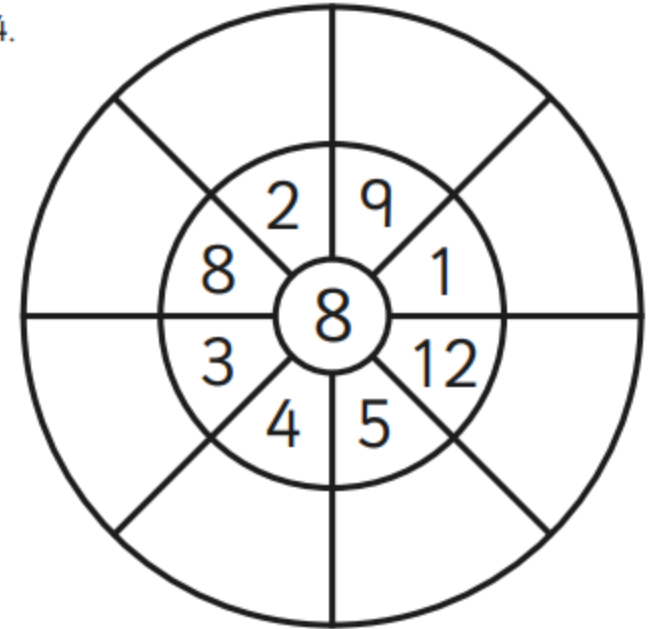
1.



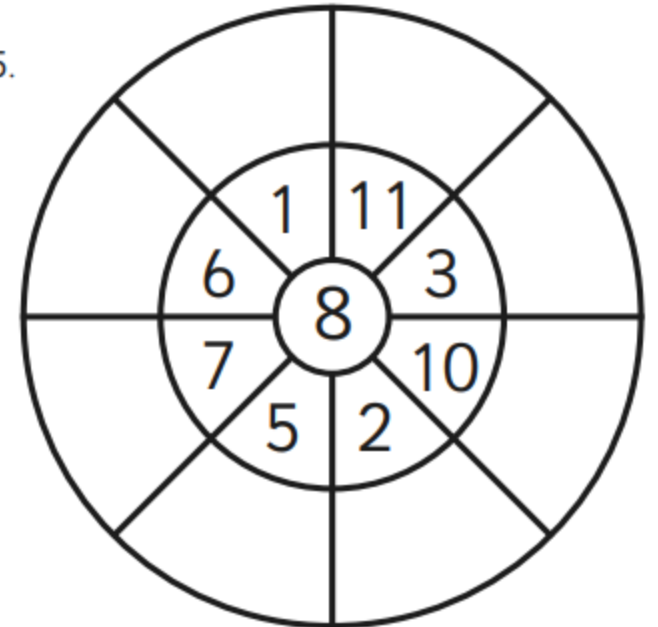
2.



4.



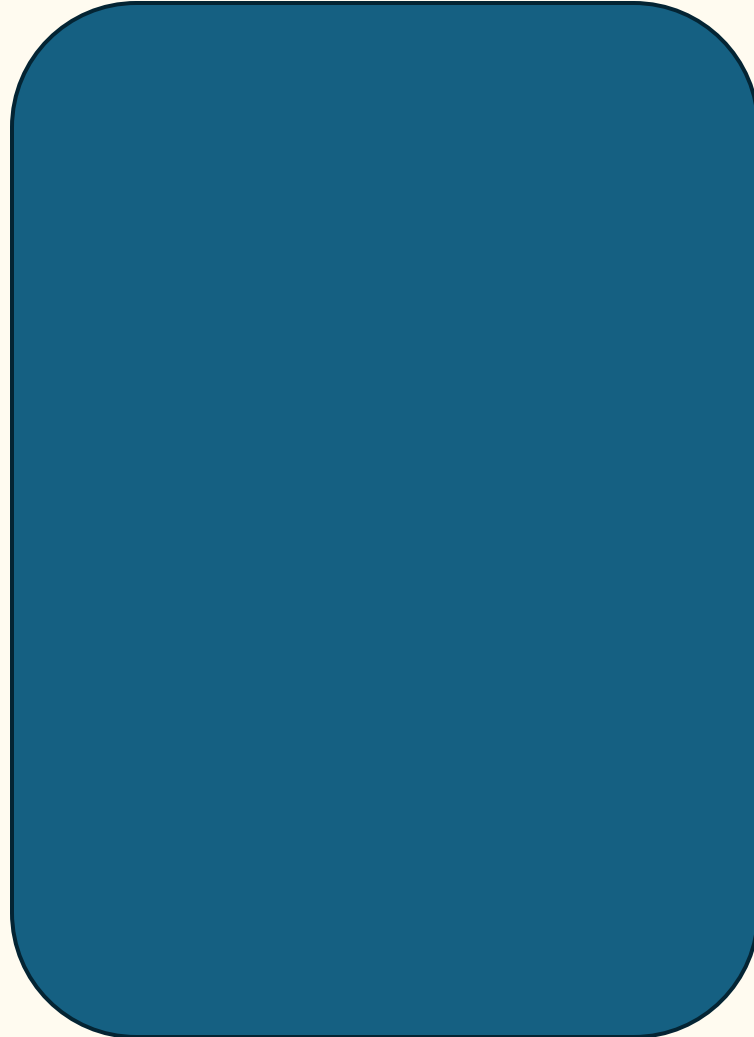
5.



Wednesday 14th 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



14.01.26

Times table practice

8x table.

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



14.01.26

TBAT: use a Venn diagram to sort multiples of 3 and 4.



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

14.01.26

TBAT: use a Venn diagram to sort multiples of 3 and 4.

3 in 3

1. $52 \times 10 =$
2. $325 + 471 =$

3. On a target game, Kim scored 50 three times. What was her **total** score?

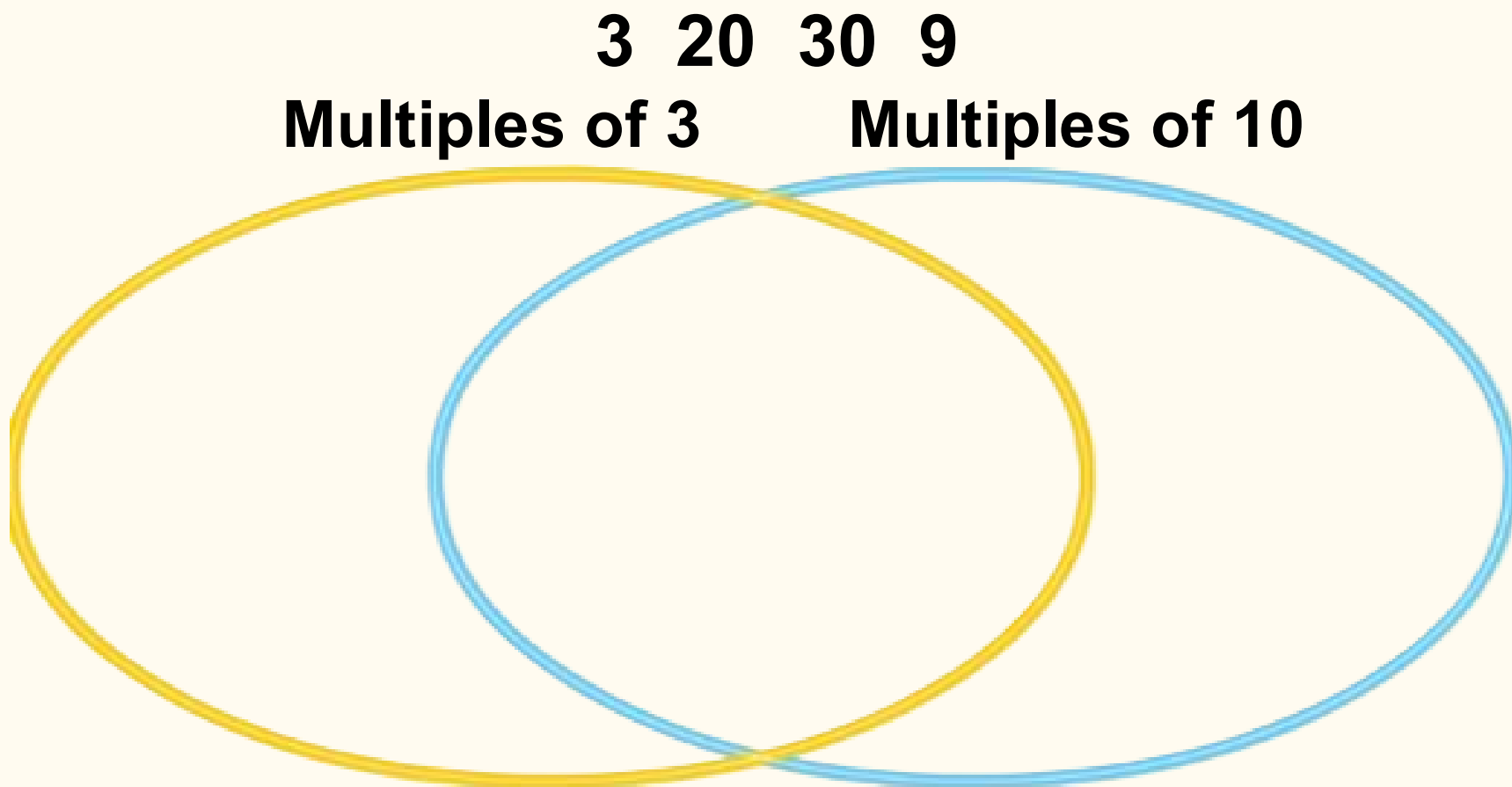
Lily has 24 cookies. She decides to share them equally between herself and her friend. She eats 2 of hers. How many cookies does she have left?

14.01.26

TBAT: use a Venn diagram to sort multiples of 3 and 4.

Talk partners

Discuss where the following numbers would go in this Venn Diagram.



Challenge:
Where would the number 120 go on this venn diagram? Explain how you know.

14.01.26

TBAT: use a Venn diagram to sort multiples of 3 and 4.

Place the following numbers on your Venn Diagram sheet.

Blue

Multiples of 5

Multiples of 2

Green

20

25

16

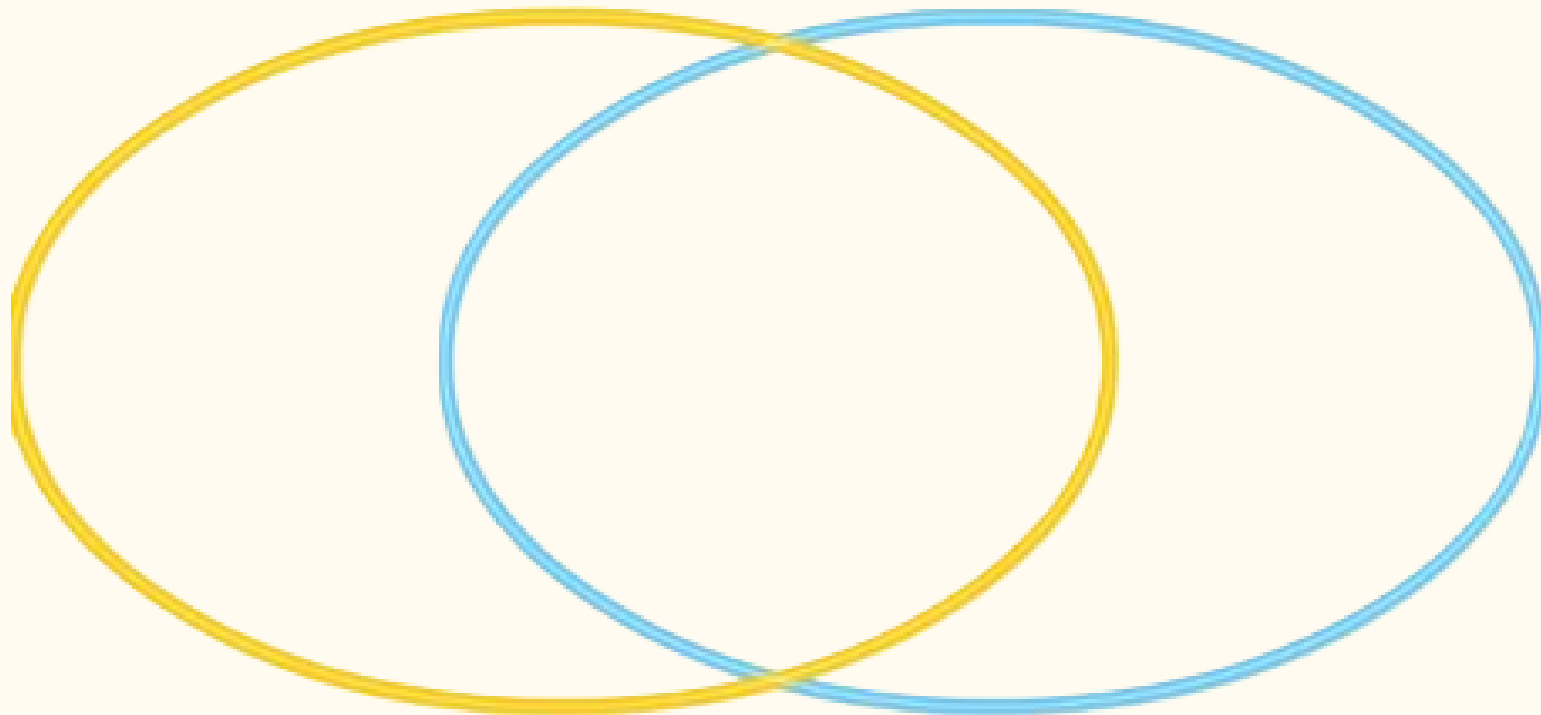
10

24

8

25

16

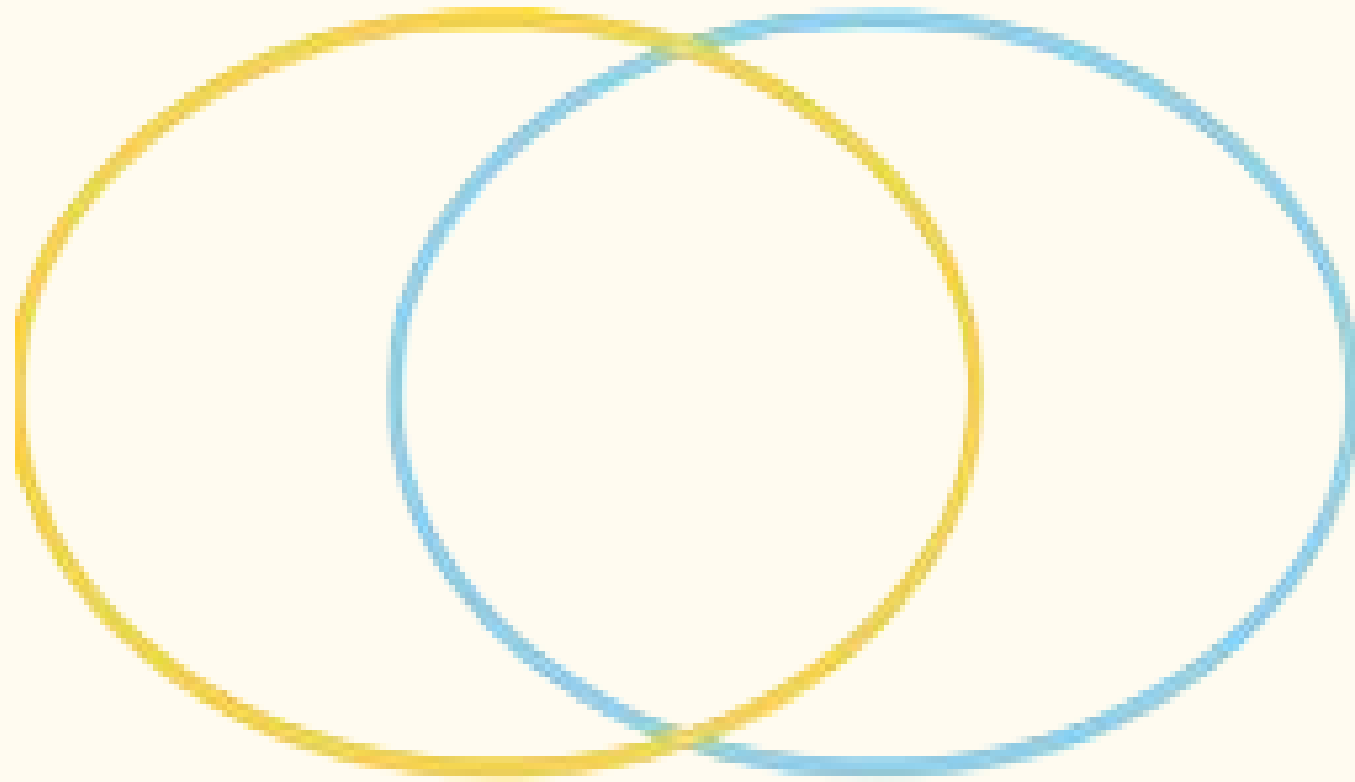


14.01.26

TBAT: use a Venn diagram to sort multiples of 3 and 4.

Independent

Use your Venn diagram to sort multiples of 3 and 4.



4, 8, 12, 15, 18, 30, 40, 24, 36

14.01.26

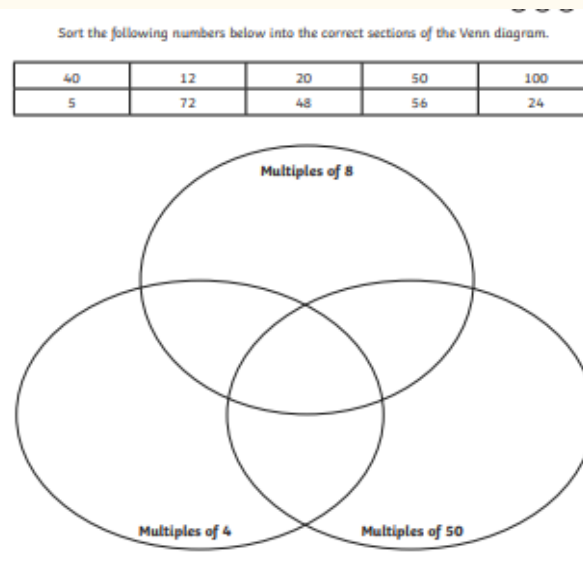
TBAT: use a Venn diagram to sort multiples of 3 and 4.

RP: Lisa says that 52 would be placed in the middle on the Venn diagram when sorting multiples of 4 and 8. Is she correct? Explain why.

Challenge

If a Venn diagram showed multiples of 50 and multiples of 25, the number 200 would fit into both the multiples of 25 and 50. True or false? Explain your answer.

Mastery



Wednesday 14th January

TBAT: identify and write expanded noun phrases.

3 in 3

The witch stood in the shadowy hotel ballroom, watching the children with her sharp, glittering eyes. Her long, claw-like fingers twitched as she adjusted her thick, curly wig, hiding the smooth, bald head beneath. Although she smiled, it was a wide, unsettling grin that never reached her eyes. Every movement she made was careful and deliberate, as if she were a dangerous creature waiting to strike.

1. How are the witches' eyes described?
2. What is hiding underneath her wig?
3. What is the witch waiting for?

How else can you describe the witches' fingers?

Wednesday 14th January

TBAT: identify and write expanded noun phrases.

On your whiteboards – Spot the nouns!

Eyes	Teeth	Excited	Scream
Angry	Hair	Spooky	Evil
Fingers	Tall	Witch	Dashed

Challenge – what are the other types of words? Group them.

Wednesday 14th January

TBAT: identify and write expanded noun phrases.



[What is an expanded noun phrase? - BBC Bitesize](#)

**An expanded noun phrase =
A noun + the words that describe it.**

Example:

Her eyes.

Her dark eyes.

Her dark, piercing eyes.

Her dark, piercing eyes covered by her wispy hair.

Wednesday 14th January

TBAT: identify and write expanded noun phrases.



Thinking time:

How could you describe the witches' hands in this picture?

Partner talk:

Share your ideas with your partner and write them on your whiteboards.
Get ready to feedback to the class.

Wednesday 14th January

TBAT: identify and write expanded noun phrases.



Thinking time:

How could you describe the witches' nose in this picture?

Partner talk:

Share your ideas with your partner and write them on your whiteboards.
Get ready to feedback to the class.

Wednesday 14th January

TBAT: identify and write expanded noun phrases.

Partner work: Change this noun into an expanded noun phrase. (On whiteboards)

Her hair.

Add one adjective

Her _____ hair.

Add another adjective and your comma

Her _____ , _____ hair.

Challenge:

Add a preposition at the end. (e.g. under, next to, on top of).

Her _____ , _____ hair _____.

Wednesday 14th January

TBAT: identify and write expanded noun phrases.

Write two different
expanded noun phrases.

Her eyes.

Her ears.

Write two different
expanded noun phrases.

Her teeth.

Her feet.

Write an expanded noun phrase and
include a preposition on the witch's bald
head.

Wednesday 14th January

TBAT: identify and write expanded noun phrases.

Independent Tasks:

1. Highlight the expanded noun phrases

The witch crept into the room with her sharp, glittering eyes scanning the shadows. She pushed back her curly wig and stretched out her long, claw-like fingers. A wide, unsettling grin spread across her face as she stepped forward in her black shoes with silver buckles.

The witch walked slowly across the dark, gloomy room. She lifted her heavy bag and placed it on the small table. A thin cat slipped past her feet and hid behind the tall chair. The witch glanced at the old, wooden clock on the wall before giving a cold smile.

2. Write 3 expanded noun phrases.

3. Challenge – Include a preposition or simile in your expanded noun phrases.

Scaffold:

- her ____, ____ eyes
- the ____, _____ wig on her ____
- her ____, _____ fingers with ____

Wednesday 14th January

Q: What is the story of Moses and the Exodus?

Wednesday 14th January

Q: What is the story of Moses and the Exodus?

Exodus

the departure of the Hebrews from Egypt; the second book in the Torah

plague

a terrible disease or great suffering

Hebrews

the descendants of Abraham and Jacob

calling

a feeling of duty to take on a special role

Wednesday 14th January

Q: What is the story of Moses and the Exodus?

Rafi has an Orthodox Jewish worldview.

There are a lot of names for the **descendants of Abraham**. They are sometimes called the Israelites or the children of Israel. They are also called **Hebrews**. These are all different ways of describing the **ancient Jewish people**.



The Torah is a Jewish holy book. It is written in the **Hebrew language**. It contains laws and many ancient stories about God and the **Hebrew people**.



Exodus is the second book in the Torah. It tells the story of **Moses** and how he became a great leader.

Wednesday 14th January

Q: What is the story of Moses and the Exodus?

Exodus begins with Joseph inviting his brothers and father to live comfortable lives in Egypt. Joseph was Abraham's great-grandson and he was one of Pharaoh's most powerful officials.



After the death of Joseph, things start to go wrong for Abraham's descendants. The new Pharaoh did not know of Joseph and did not care about his family. The Hebrew people were enslaved.



Rafi



Wednesday 14th January

Q: What is the story of Moses and the Exodus?

The **calling** of Moses



A voice **called** out from the flames, “Moses! Moses!”.

Moses was afraid to look at God.

He was afraid to go and speak to Pharaoh.



Pharaoh punished the **Hebrew** people after Moses and Aaron spoke to him. Pharaoh made them work even harder.

Wednesday 14th January

Q: What is the story of Moses and the Exodus?

Moses and the **Exodus**



All the rivers and lakes in Egypt turned to blood.

Next came a **plague** of frogs - there were frogs everywhere!

But still, Pharaoh said no

Moses and the **Exodus**

The **Hebrews** had to put some lamb's blood on the sides and tops of their door frames so that God would 'pass over' their houses.



They ate roast lamb with bitter herbs and bread made without yeast.

They were ready to leave quickly, straight after the meal.

Wednesday 14th January

Q: What is the story of Moses and the Exodus?



Rebecca

The image of the **Hebrews** being led through the Red Sea on dry land makes me feel so happy when I think of it. **Moses led them away from slavery** in Egypt and they were heading to freedom and **the promised land!**



Wednesday 14th January

TBAT: explore and discuss artwork.

Talk partners

When you think about artwork, do you think everybody sees the same image?

Wednesday 14th January

TBAT: explore and discuss artwork.

Have a look at the picture.

What do you see?

Which vertical lines can you see?

Which horizontal lines can you see?

Which shades of colour do you see?



Wednesday 14th January

TBAT: explore and discuss artwork.

Split your page into 4 boxes.

Use each box to focus on what you can see in the image.

Use pencil, crayon, coloured pencil and pastel to draw the image that you see.





Wednesday 14th January

TBAT: remember, repeat and create actions to represent an idea.

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

Talk partners

What does it mean to use opposites?