

Monday 19th January

Morning Challenge

**Use these sentence starters to write your own sentence or paragraph.**

As we looked out of the window...

The wave was as big as...

We raced to try and...



19.01.26

TBAT: add fractions with the same denominator to make one whole.

## Key Vocabulary

**Numerator** - the top number of a fraction. It shows how many of the parts of the whole are being considered.

**Denominator** - the bottom number of a fraction. It shows how many equal parts the whole has been split into.

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



19.01.26

TBAT: add fractions with the same denominator to make one whole.

**3 in 3**

1.  $56 + 99 =$

2.  $410 \div 10 =$

3.  $24 \div \underline{\quad} = 4$

3. Write down the fraction of the shape which is **blue**.



Write a calculation to complete the following statement:

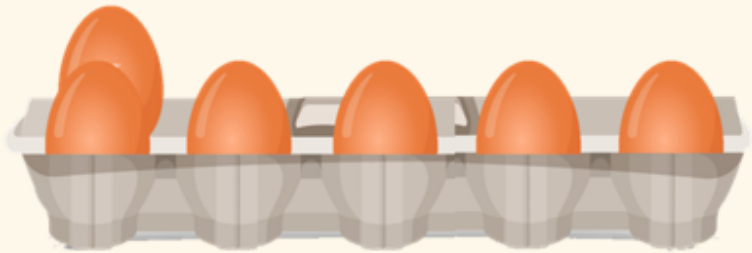
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19.01.26

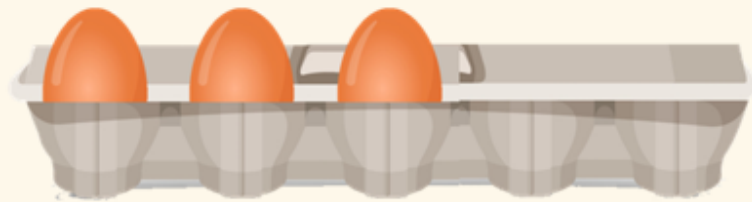
TBAT: add fractions with the same denominator to make one whole.

Each box holds 10 eggs. How many more eggs are needed to make a whole box of eggs?



4 more eggs are needed to make a whole box of 10 eggs.

$$\frac{6}{10} + \frac{\boxed{4}}{10} = 1 \text{ whole}$$



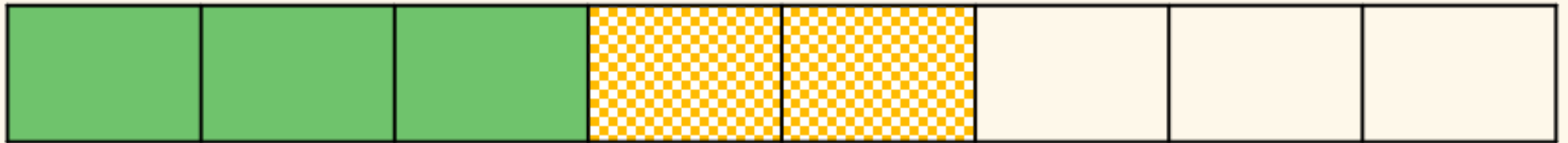
7 more eggs are needed to make a whole box of 10 eggs.

$$\frac{3}{10} + \frac{\boxed{7}}{10} = 1 \text{ whole}$$

19.01.26

TBAT: add fractions with the same denominator to make one whole.

Talk partners – Look at the parts in the bar model.



Blue partner first – How many parts are there altogether?

Green partner second – What fraction of the bar model is shaded?

Discuss together – What fraction of the bar model is patterned?

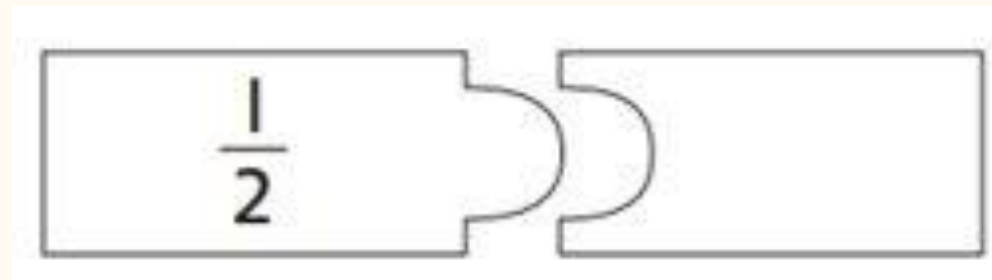
What fraction do you need to add to make a whole.

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TBAT: add fractions with the same denominator to make one whole.

## Talk partners

Discuss with your partner how you would solve the following questions.



Circle two fractions which make a whole.

$$\frac{2}{7}$$

$$\frac{3}{6}$$

$$\frac{2}{6}$$

$$\frac{4}{6}$$

**Challenge:**

$$\frac{3}{4} + \frac{1}{4} = \text{one whole.}$$

True or false?

How do you know?

19.01.26

TBAT: add fractions with the same denominator to make one whole.

Blue

Write down the **two**  
fractions that make a  
whole.

$\frac{3}{7}$     $\frac{2}{7}$     $\frac{6}{7}$     $\frac{4}{7}$

Green

Write down the **two**  
fractions that make a  
whole.

$\frac{3}{9}$     $\frac{5}{9}$     $\frac{8}{9}$     $\frac{1}{9}$

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TBAT: add fractions with the same denominator to make one whole.

## Independent

1.  $\frac{2}{5} + \frac{?}{5} = \frac{5}{5}$

2.  $\frac{?}{8} + \frac{3}{8} = \frac{8}{8}$

3.  $\frac{3}{7} + \frac{?}{7} = \frac{7}{7}$

4.  $\frac{4}{9} + \frac{?}{9} = \frac{9}{9}$

5.  $\frac{2}{6} + \frac{4}{6} = ?$

6.  $\frac{1}{5} + \frac{4}{5} =$

**RP:** I have eaten  $\frac{4}{8}$  of a bar of chocolate and my Dad ate  $\frac{2}{8}$  of the bar. What fraction of the chocolate is left?



19.01.26

TBAT: add fractions with the same denominator to make one whole.

## Challenge

Circle the three fractions that make a whole.

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{6}{7} \quad \frac{1}{7} \quad \frac{7}{7}$$

## Mastery

Khadija says,



$\frac{4}{4}$  and  $\frac{2}{4}$  are equal to a whole because they both have 4 as a denominator.

Is she correct? Convince me.

## Mastery with greater depth

Jay, Mia and Salik are sharing strawberries.

Together they have eaten  $\frac{8}{8}$  of the strawberries.

How many strawberries could Jay, Mia and Salik have each eaten?

Show six combinations.

Monday 19th January

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

Talk partners

Is there a spelling rule used for the following words?

Gardener

Gardening

Offering

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

**forget**

**prefer**

**commit**

**begin**

**occur**

**forbid**



They all have  
two syllables.  
Can you clap  
them?

What do you  
notice about  
them? Do you  
know what they  
all mean?

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

**for/get**

**pre/fer**

**com/mit**

**be/gin**

**oc/cur**

**for/bid**



All of these words have what is called a  
'stressed' last syllable.  
Stressed syllables are pronounced slightly  
louder and at a slightly higher pitch than  
unstressed syllables.



Look and say these again. The STRESSED syllables are now written in UPPERCASE letters.

for/GET

pre/FER

com/MIT

be/GIN

occ/UR

for/BID



Root words like this change when a vowel suffix is added – look at the next slide and see if you notice the rule?



How do the root words change when the vowel suffixes are added?

forgetting

preferred

committed

forgotten

preferring

beginning

occurred

forbidden

beginner

occurring



In root words like this, where the last syllable is stressed, you need to double the final consonant of the word before adding the suffix.



Monday 19th January

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

forgetting  
forgotten  
beginning  
beginner  
preferred  
preferring  
occurred  
occurring  
forbidden  
committed



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

Monday 19th January

TBAT: make inferences from the text.

3 in 3

Winnie the Pooh is a friendly, gentle bear who loves honey more than anything else.

He lives in the Hundred Acre Wood with his friends and often goes on small adventures. Pooh is kind-hearted, a bit forgetful, and always tries his best to help others. Even when things go wrong, he stays calm and hopeful. He enjoys spending time with his friends and solving problems in his own simple way. Pooh always believes that a little kindness can make any day better.

1. What is Winnie the Pooh's favourite food?
2. Where does Winnie the Pooh live?
3. What kind of personality does Winnie the Pooh have?>./?

Why do you think Winnie the Pooh is such a good friend to others?



Monday 19th January

TBAT: make inferences from the text.

Words from text:

- **Intimidating:** Someone who seems very scary or makes others feel nervous.
- **Disguise:** Something a person wears to hide who they really are.
- **Public:** A place where everyone can see you, like a shop or a street.
- **Depend:** To trust or rely on someone or something.
- **Cunning:** Very clever at tricking people or planning sneaky ideas.
- **Despises:** Strongly dislikes something or someone.
- **Presence:** The feeling you get when someone important or powerful is in the room.

Monday 19th January

TBAT: make inferences from the text.

The Grand High Witch is a striking and intimidating figure, hiding her true, terrifying face beneath a perfect disguise. When she appears in public, she looks as neat and elegant as a queen, but underneath she is as frightening as a nightmare. Her real skin is rough and wrinkled, like old tree bark, and her eyes glow with a cold, cruel brightness that sends shivers down your spine. Even standing still, she feels dangerous, like a storm waiting to break.

When she speaks, her voice slices through the air as sharp as a knife. Every witch in the room freezes, listening as if their lives depend on it. She moves with quick, powerful steps, her cloak swishing behind her like a dark shadow. The smell of strange potions clings to her, a mix of smoke, chemicals, and something sour that makes your nose wrinkle. Her temper is fierce, and when she becomes angry, it feels as though the whole room heats up like a boiling kettle.

Despite her frightening appearance, the Grand High Witch is clever and cunning. Her mind works as fast as lightning, always planning, plotting, and creating dangerous potions with bubbling, fizzing ingredients. She despises children and uses her magic to try to get rid of them, making her the villain of the story. Yet she is fascinating too—powerful, confident, and impossible to ignore. Her presence fills the room like a dark cloud, making the story thrilling, tense, and unforgettable.

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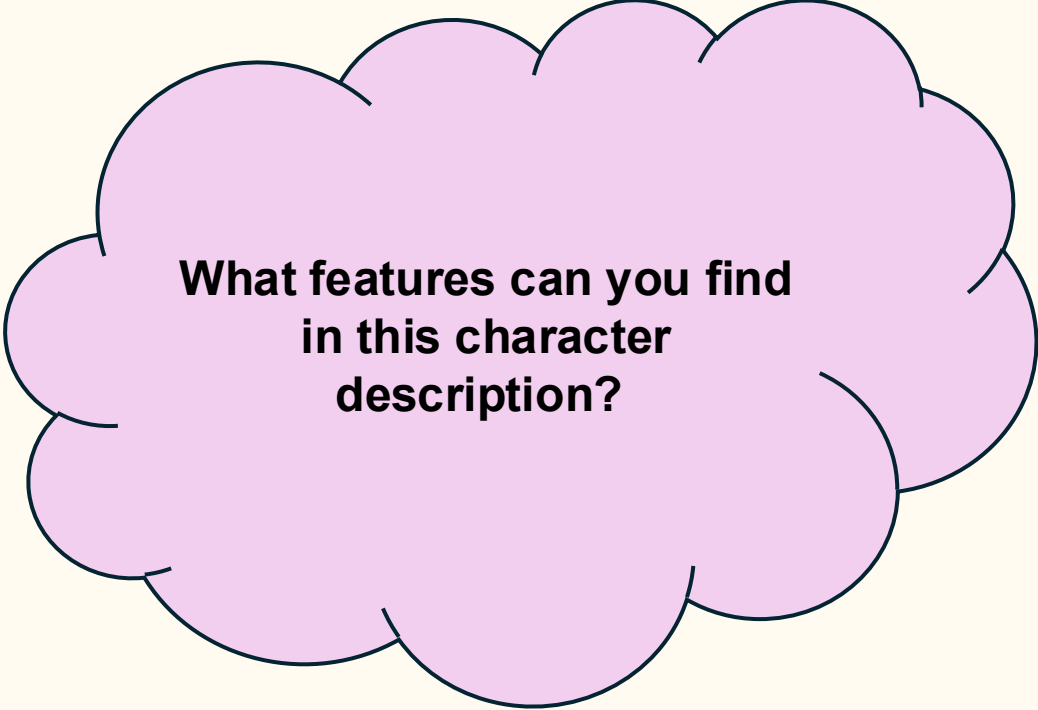
TBAT: make inferences from the text.

### Multiple Choice Questions

- 1. What does the Grand High Witch hide under her disguise?**  
**A.** A friendly smile **B.** A frightening, wrinkled face **C.** A colourful hat
- 2. How does her voice sound when she speaks to the other witches?**  
**A.** Soft and whispery **B.** Sharp and powerful **C.** Quiet and shy
- 3. What smell often surrounds the Grand High Witch?**  
**A.** Fresh flowers **B.** Strange potions **C.** Warm bread
- 4. Which detail best shows that the Grand High Witch is dangerous?**  
**A.** She wears a long cloak **B.** Her eyes glow coldly and she becomes furious easily  
**C.** She walks quickly

Monday 19th January

TBAT: make inferences from the text.



**What features can you find  
in this character  
description?**

Monday 19th January

TBAT: make inferences from the text.

**1. Why do you think the other witches freeze when the Grand High Witch speaks?**

- *I think the witches freeze because...*
- *This shows they feel... about her.*
- *In the description it says..., which tells me...*

**2. What clues in the description show that the Grand High Witch is powerful?**

- *One clue that she is powerful is...*
- *The description says..., which shows that...*
- *This makes me think she is powerful because...*

**3. Why might the Grand High Witch hide her real face behind a disguise?**

- *She might hide her real face because...*
- *In the text it says..., which tells me...*
- *This suggests she doesn't want people to see...*

**How do you know the Grand High Witch is dangerous even before she uses any magic?**

lundi 19 janvier

TBAT: recognise 5 new instruments.

## **Talk partners**

What are the following  
instruments in English?

la trompette

la batterie

la guitare

lundi 19 janvier

TBAT: recognise 5 new instruments.



[Home](#)

[languageangels.com](https://www.languageangels.com)

Slide 27 – Listening Task

lundi 19 janvier

TBAT: recognise 5 new instruments

les cymbales

le violon

le piano

le triangle

la harpe

the violin

the harp

the cymbals

the piano

the triangle





Monday 19th January

Q. What are polar and subpolar climate zones like, compared to arid climate zones?

3 in 3

The Earth has different types of weather depending on where you are. Two of these zones are called polar and subpolar.

**Polar climates** are found at the North and South Poles. These places are very cold all year round. There is snow and ice most of the time and it hardly ever gets warm. Animals like polar bears and penguins live in these areas.

**Subpolar climates** are just a little warmer than polar climates. They are found near the poles but not as far north or south. These areas still have cold weather, especially in winter, but in summer, it can be a little warmer.

1. What animals might you find in the **polar climate**?

2. How is the weather in the subpolar climate different from the polar climate?

3. Where are **polar** climates located on Earth?

- Why do you think only certain animals, like polar bears and penguins, can survive in polar climates, while others cannot?

Monday 19th January

Q. What are polar and subpolar climate zones like, compared to arid climate zones?

Which climate zones are located around the North and South Poles?

tropical

polar

arid

equatorial

Which climate zone is located along the Equator?

tropical

polar

arid

equatorial

Explain the difference between climate and weather.



In this lesson, we will learn about the **polar**, **subpolar**, and **arid** climate zones, and record similarities and differences between them.



The key term in this lesson is  
**polar climate zone.**

A polar climate zone has  
cold winters and summers,  
and little rainfall.



# What are polar and subpolar climate zones like compared to arid climate zones?

## Key knowledge

- Polar climate zones are the coldest. They are furthest away from the Equator.
- There is very little rain in a polar climate zone.
- Subpolar climate zones are slightly warmer than polar zones, and have more rain, although still very little.
- Arid climate zones are the hottest on Earth.
- There is very little rain in an arid climate zone.

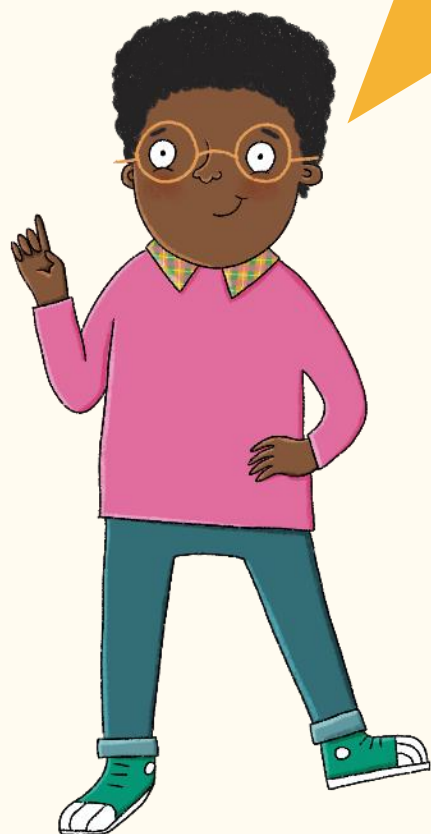
## Key vocabulary

- arid (desert) climate zone
- latitude
- rainfall
- subpolar climate zone
- temperature





**Talk partners**  
In which climate zone do you think you would find these plants and animals? Why do you think that?



# Polar climate zones

The **polar climate zones** are the coldest zones on the planet.

They are found at the very top and bottom of the Earth, as far as possible from the Equator.

Places in the polar climate zones have very cold summers and extremely cold winters.

It hardly ever rains in the polar zones—in fact, sometimes they are called ‘polar deserts’.

[Life in the Polar regions | BBC Teach](#)





## Subpolar climate zones

The **subpolar climate zones** are also found far from the Equator but not quite as far as the polar zones.

Places in the subpolar climate zones have long and very cold winters and short, cool to mild summers.

There are 5–7 months where the **temperature** is below freezing and there is little **rainfall** across a whole year. If there is rain, it is most likely in the summer months.





# Arid climate zones

Deserts | Geography -  
Ecosystems and Biomes

## Lesson 3: Read

The **arid climate zones** are mostly found along the Tropic of Cancer and the Tropic of Capricorn.

These climate zones are also sometimes referred to as 'hot desert climate zones'.

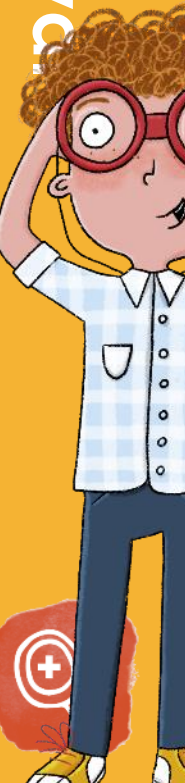
The word 'arid' means 'very dry', which is exactly what these zones are like. There is rarely any rain at all, and temperatures are very high during the day and very cold at night.

Very few people live in arid zones because there is not enough water to drink or to grow crops and food.



## Complete the table to compare polar, subpolar, and arid climate zones

	Summer temperatures	Winter temperatures	Location (near the Equator?)	Rainfall
Polar				
Subpolar				
Arid				



# Complete the table to compare polar, subpolar, and arid climate zones

	Summer temperatures	Winter temperatures	Location (near the Equator?)	Rainfall
Polar	<u>Very cold</u>	<u>Extremely cold</u>	<u>At the very top and bottom of the Earth, as far as possible from the Equator</u>	<u>It hardly ever rains</u>
Subpolar	<u>Long and very short, cold winters</u>	<u>Short, cool to mild summers</u>	<u>Far from the Equator, but not quite as far as the polar zones</u>	<u>Very little rain; if there is rain, it is most likely in the summer months</u>
Arid	<u>Very high during the day, every day</u>	<u>Very high during the day, every day</u>	<u>Mostly found along the Tropics of Cancer and Capricorn</u>	<u>There is rarely any rain at all</u>



What climate zone do you think each picture could be showing?

How do you know it is **not** showing some of the other climate zones?





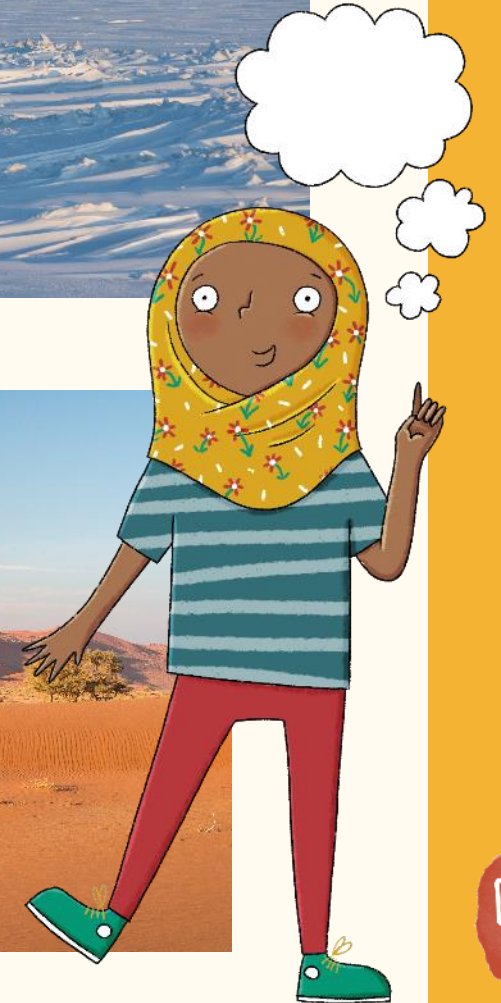
This is probably a subpolar zone, because there is snow and ice but there is water in the lake. This shows it is not extremely cold. It is not in a polar region because there is vegetation.



This is probably an arid zone, because it looks dry and there are not many plants there. It is not in a polar zone, because there is no ice.



Why do you think fewer people live in polar, subpolar, and arid climate zones compared to other climate zones?



## Lesson 3: Talk task





# What are polar and subpolar climate zones like compared to arid climate zones?

## Exit questions

1. What is the climate like in polar and subpolar zones?
2. What is the climate like in arid zones?

