Tuesday 20th January

Morning Challenge

Problem	Thinking	Answer
$\frac{1}{2}$ of 20		
$\frac{1}{4}$ of 28		
$\frac{1}{5}$ of 15		
$\frac{1}{2}$ of 52		
$\frac{1}{3}$ of 9		

Tuesday 20th 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?

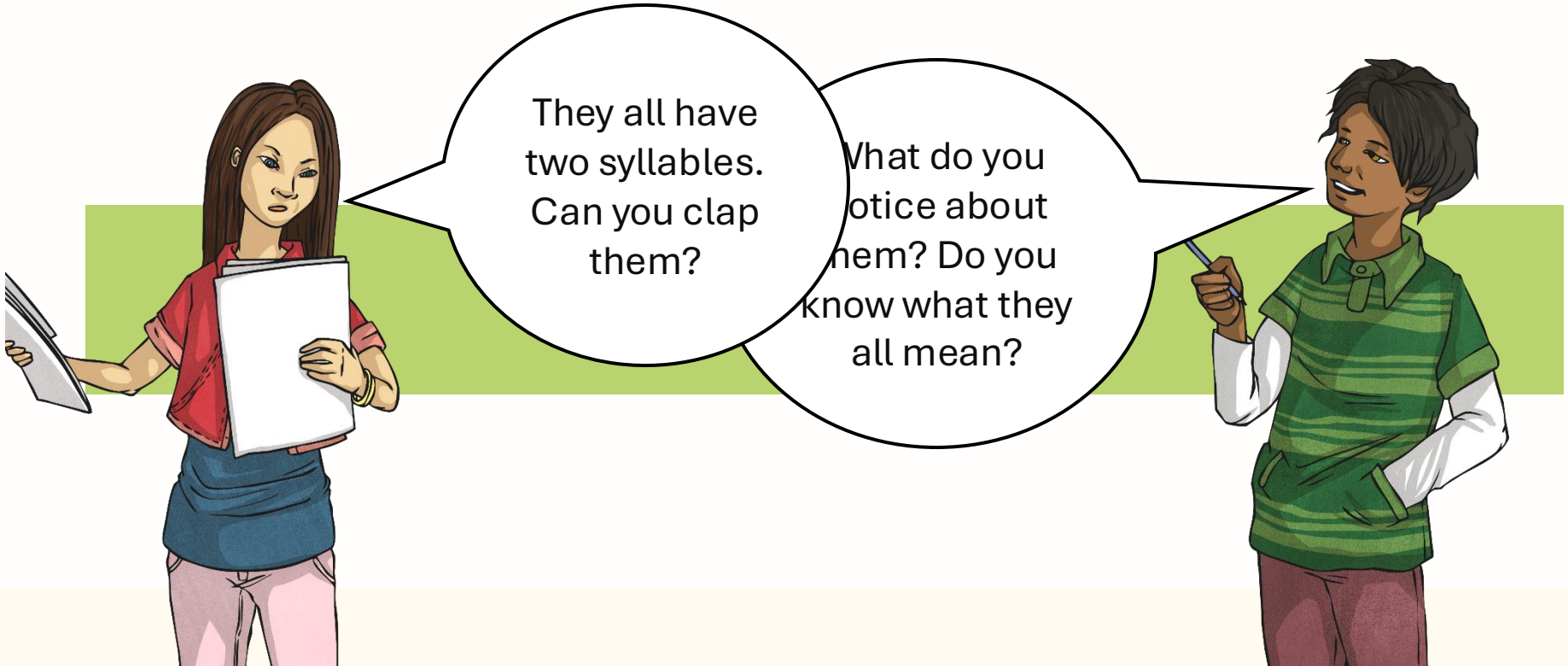
Gardener

Gardening

Offering

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

forget	prefer	commit
begin	occur	forbid



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.

Tuesday 20th January

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

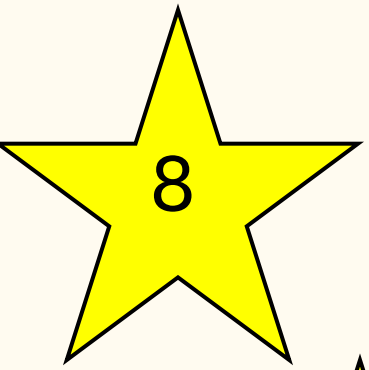
forgetting
forgotten
beginning
beginner
preferred
preferring
occurred
occurring
forbidden
committed

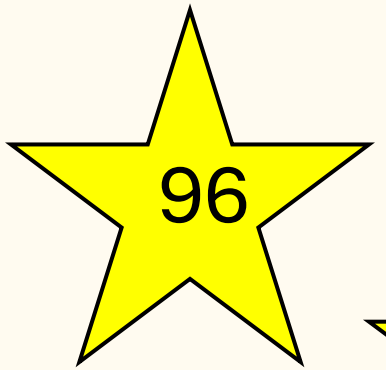
Challenge – Use each Y3/4 word in a correctly punctuated sentence. Include a conjunction.

20.01.26

Times table practice

Times table spalt!
2 children, 1 calculation.
Who will splat the answer first?





8 Times Table Song | Skip Counting by 8 Multiplication Song

20.01.26

TBAT: place fractions on a number line.

3 in 3

1. 4/8 + 3/8 =

2. 776 - 642 =

3. Which is largest 6 x 5 or 4 x 8?
   Prove it.

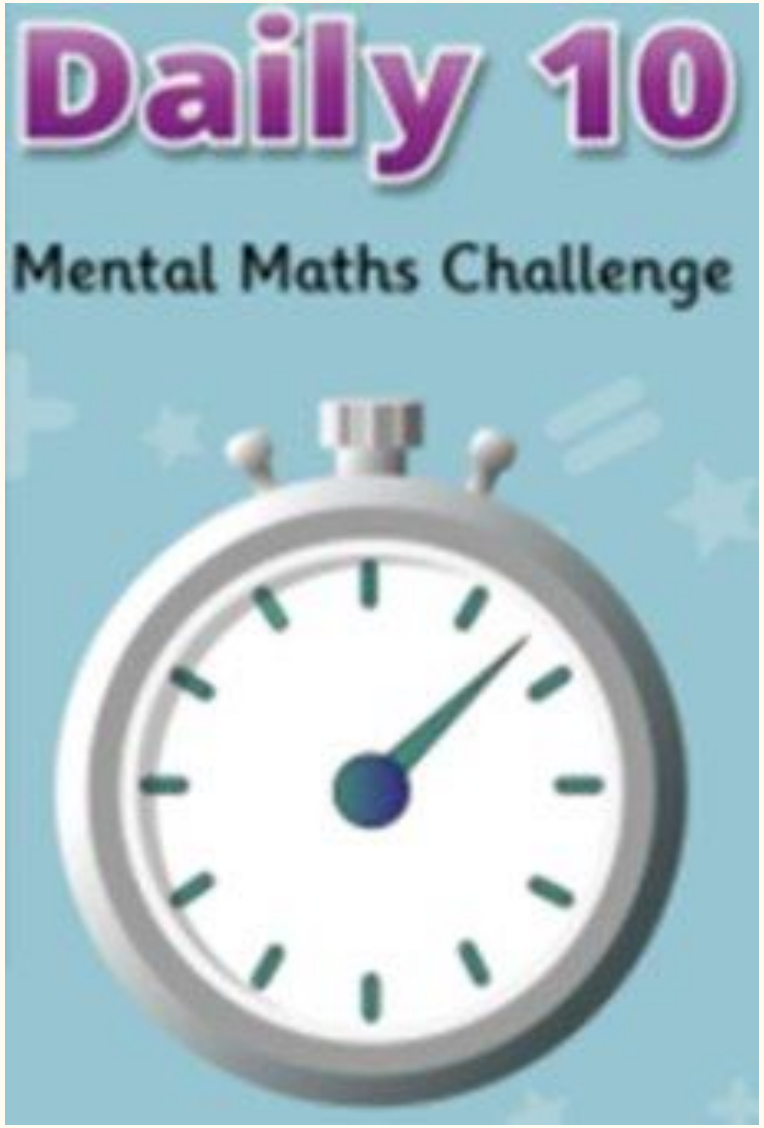
Challenge

My jug holds 200 ml. I have poured in 125ml. How many more ml do I need to fill the jug?

20.01.26

TBAT: place fractions on a number line.

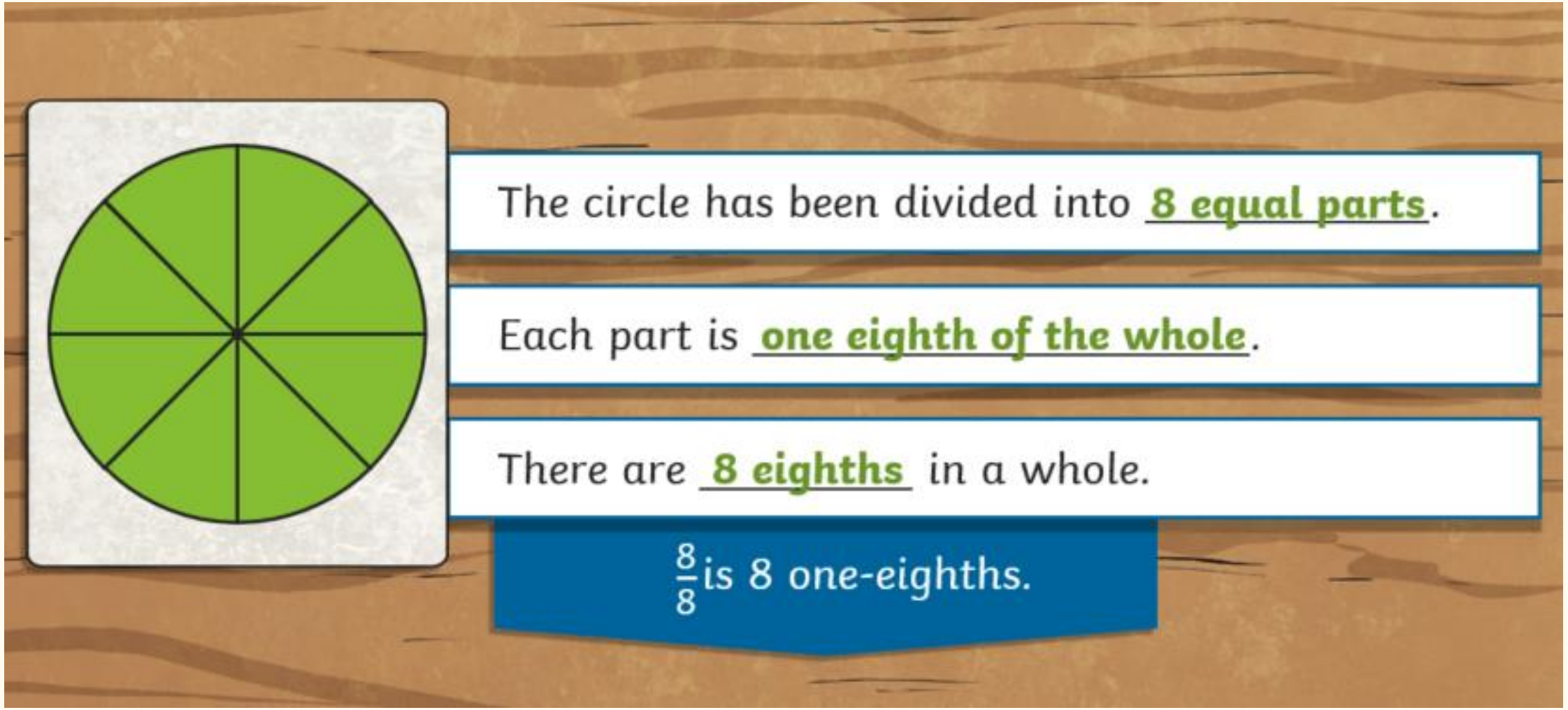
Daily 10 - Mental Maths Challenge - Topmarks



20.01.26

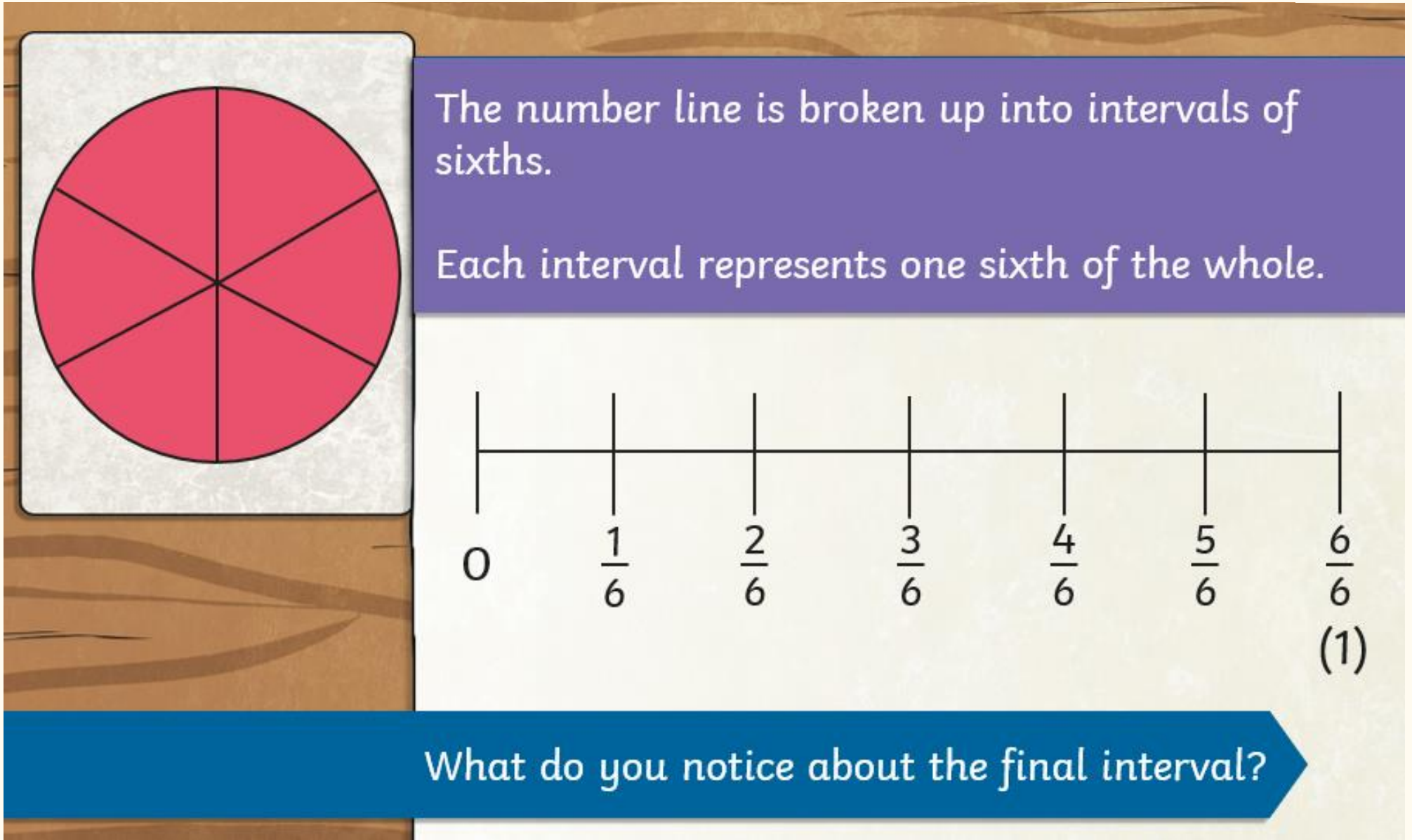
TBAT: place fractions on a number line.

Fractions recap



20.01.26

TBAT: place fractions on a number line.



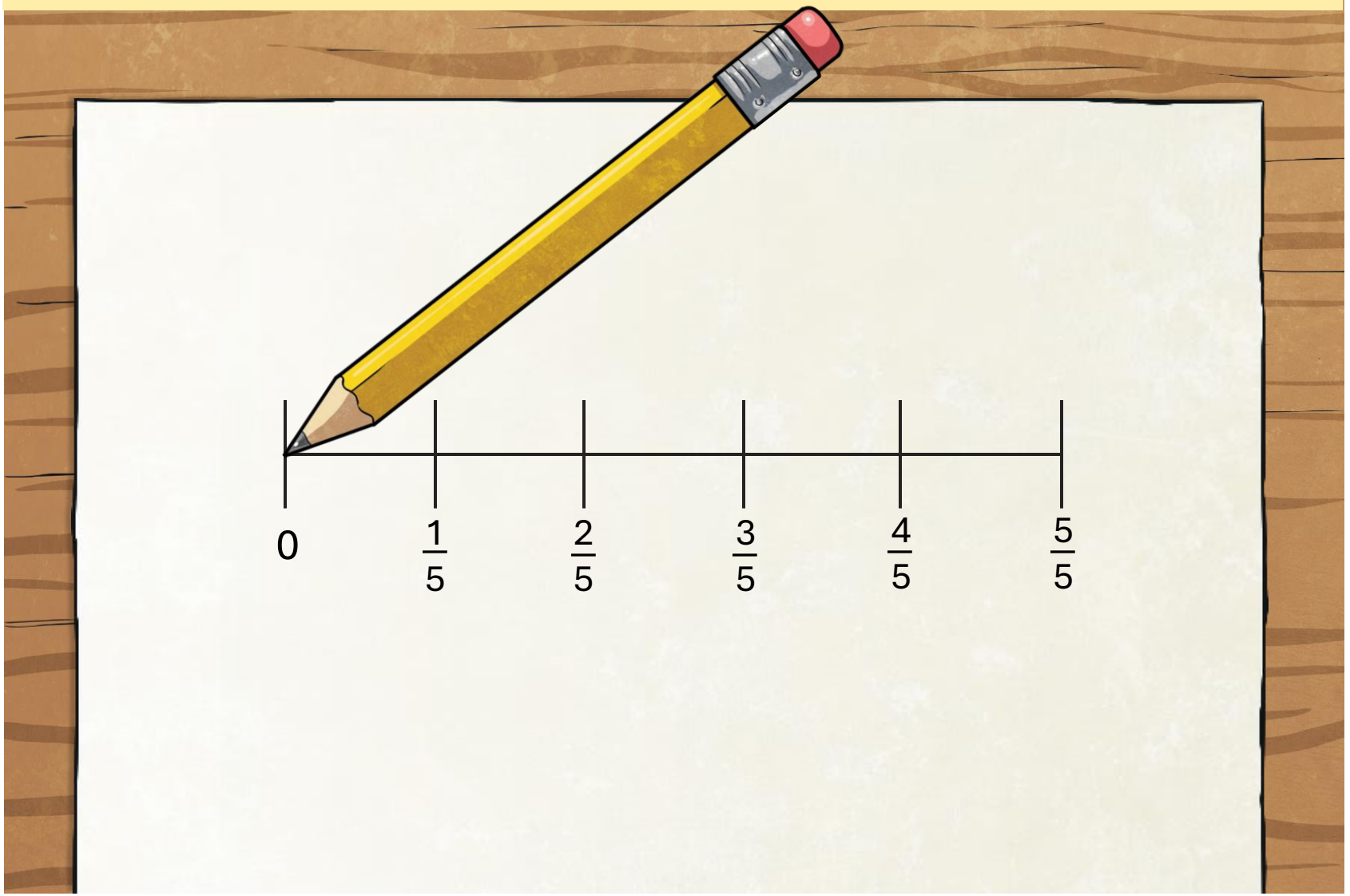
The number line is broken up into intervals of sixths.

Each interval represents one sixth of the whole.

What do you notice about the final interval?

Labelling and Drawing Number Lines

On your whiteboard, draw and label a number line showing fifths.



Labelling and Drawing Number Lines

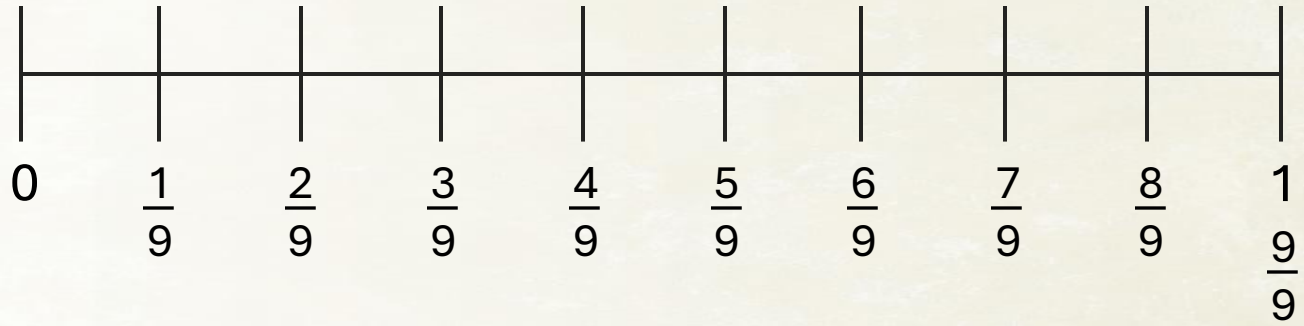
Draw and label this number line.

What do you notice about the numerator as you label the number line?

The numerator increases by 1 each time.

What do you notice about the denominator as you label the number line?

The denominator remains the same.



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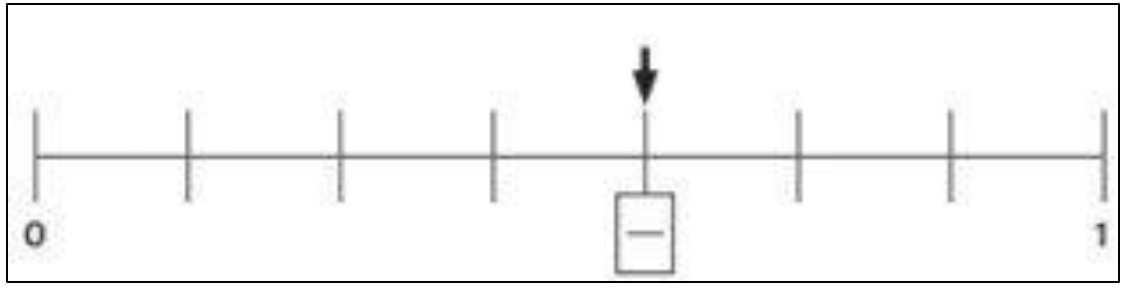
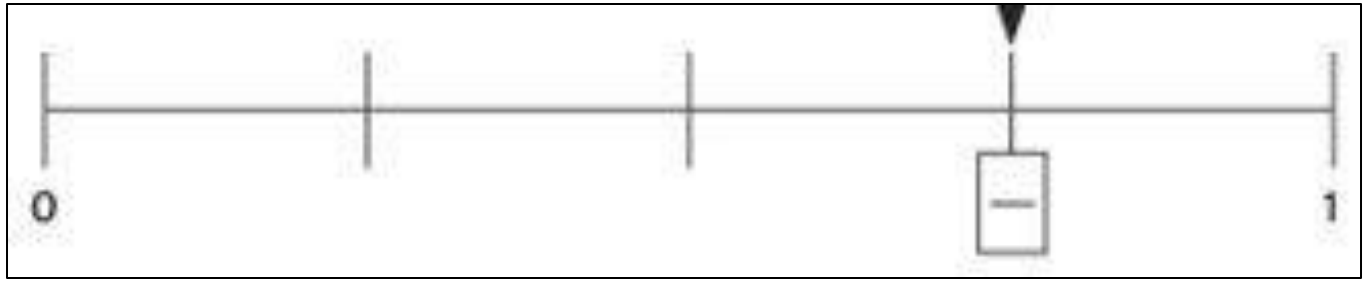
TBAT: place fractions on a number line.

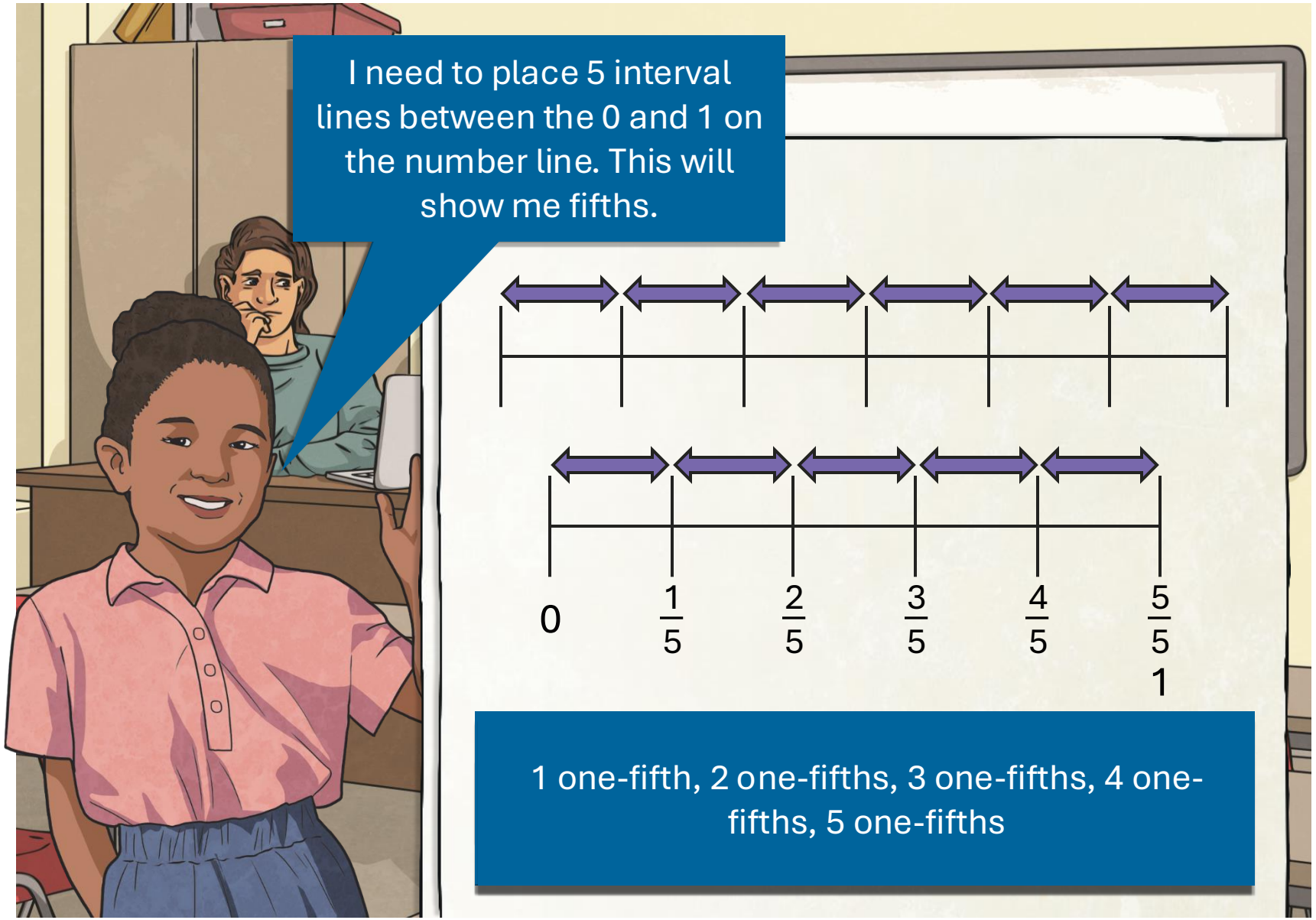
Blue



Green

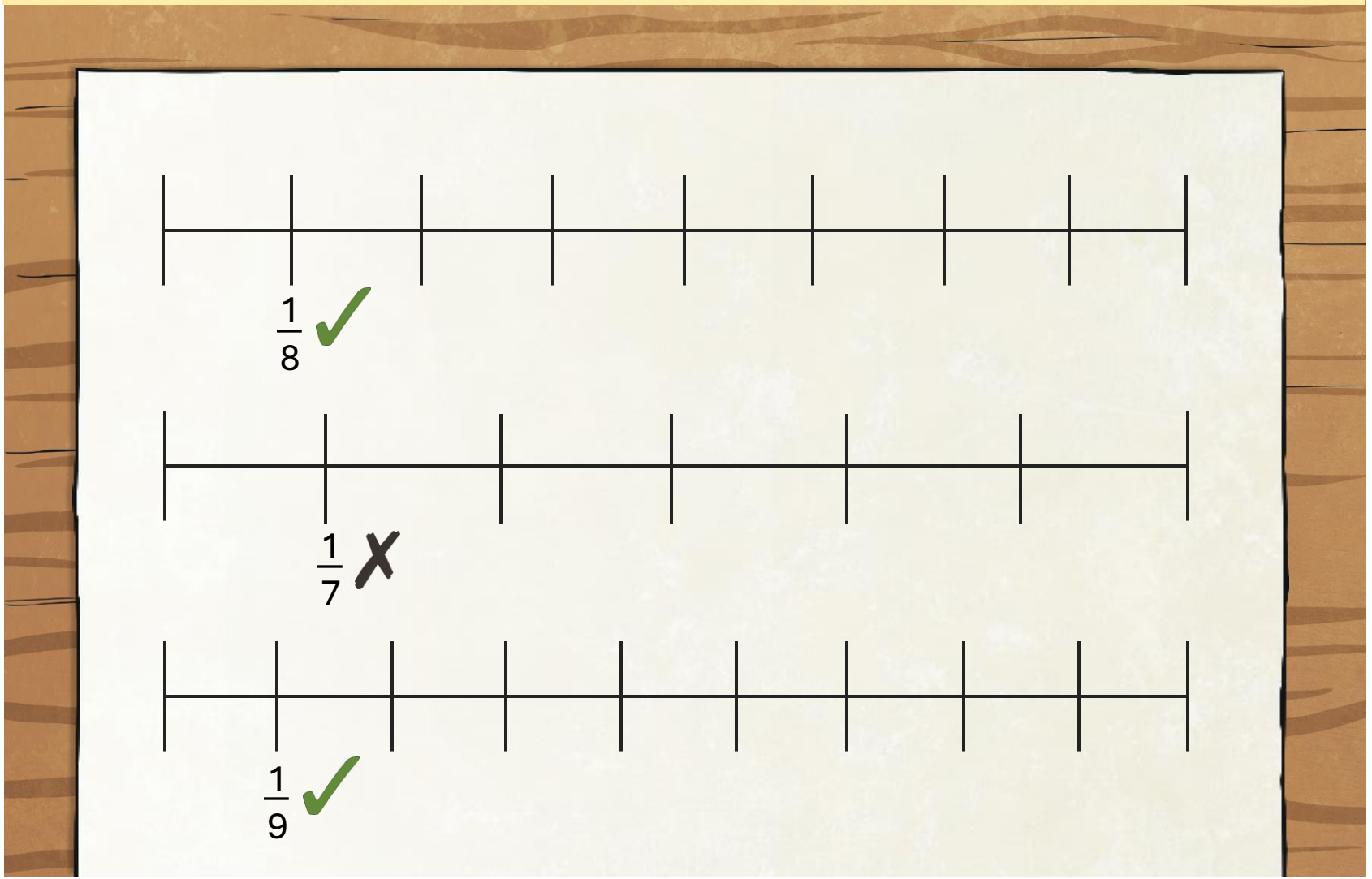


Labelling and Drawing Number Lines



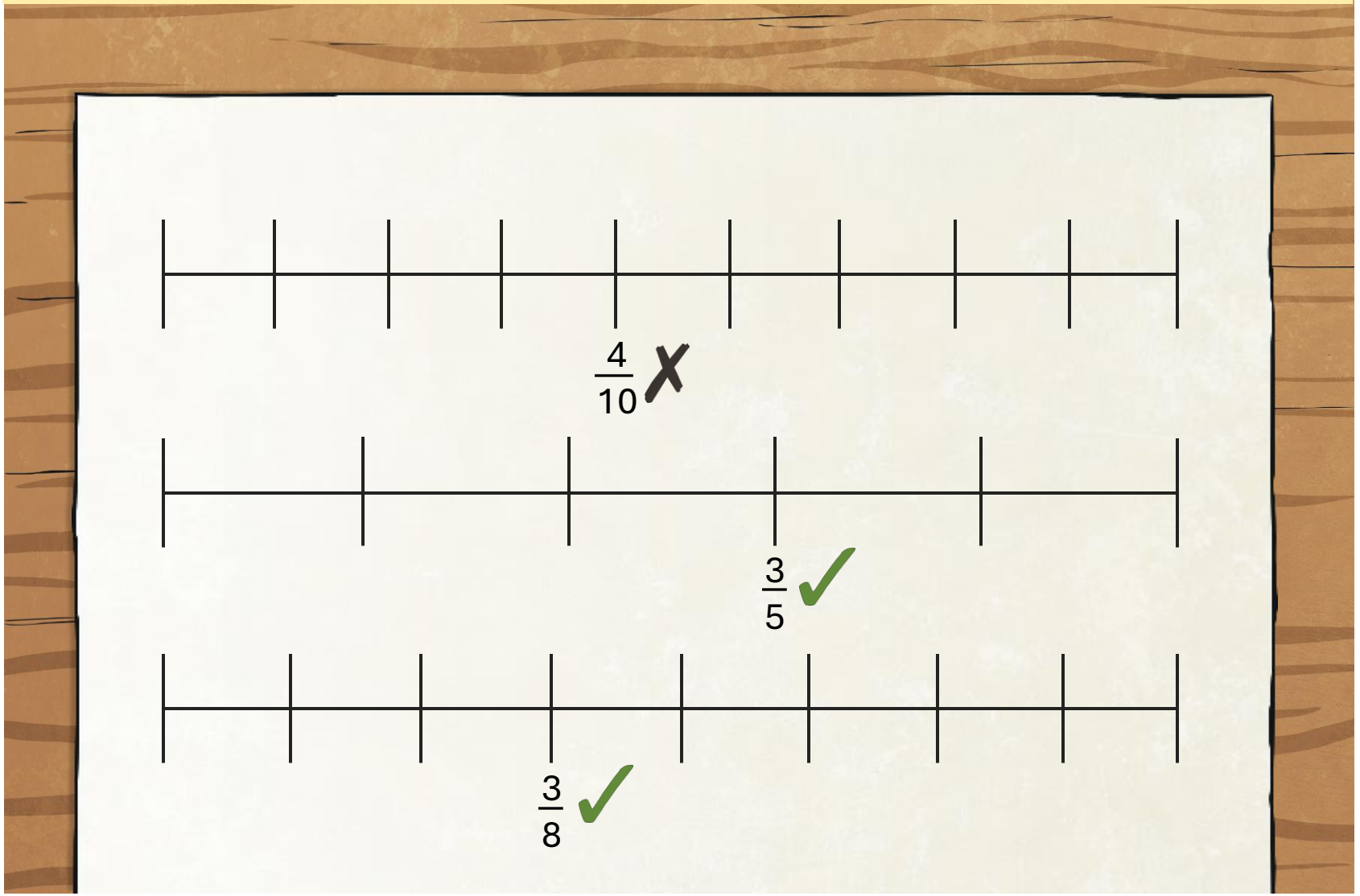
Labelling and Drawing Number Lines

It is important to count the intervals to be able to correctly label the first fraction.



Labelling and Drawing Number Lines

Which of these labels are correct?



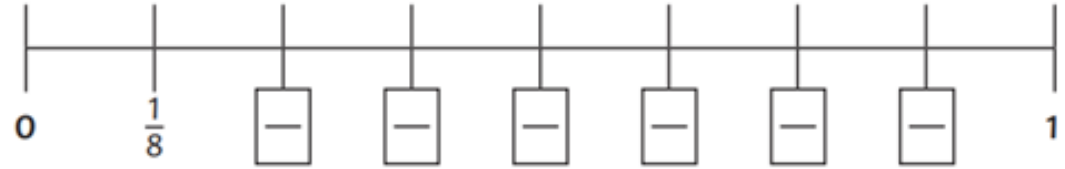
20.01.26

TBAT: place fractions on a number line.

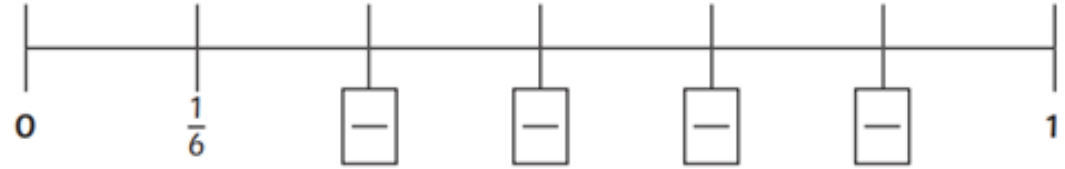
Independent

1. Label the number lines. The first fraction has been given.

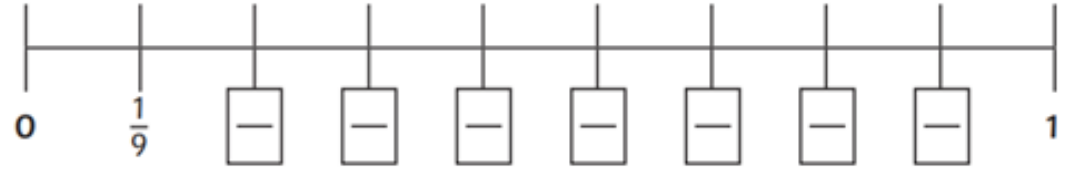
a)



b)

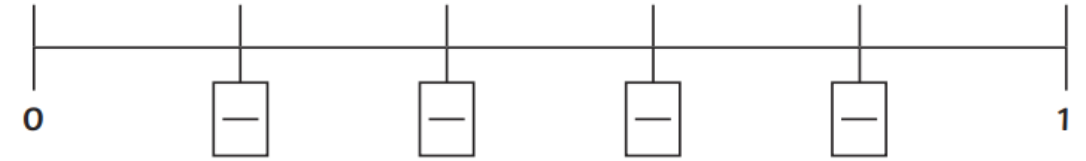


c)

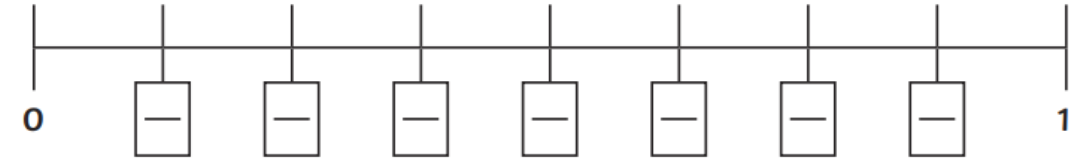


2. Label the number lines. Count how many equal parts the whole has been divided into.

a)

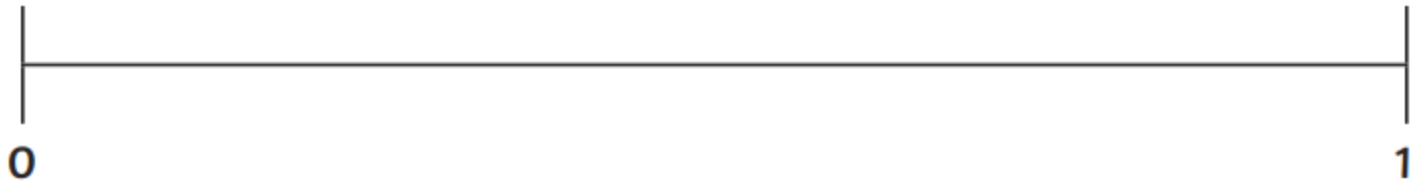


b)



Challenge

Which is greater, $\frac{2}{4}$ or $\frac{2}{3}$? Use the number line to help you. Explain your answer.



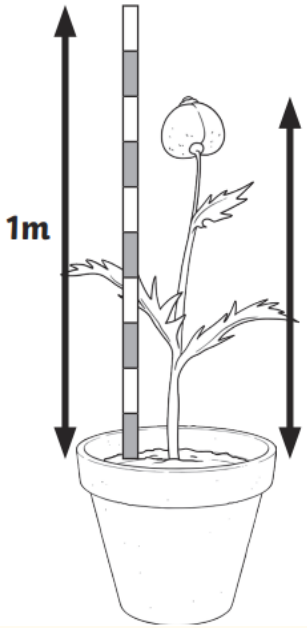
20.01.26

TBAT: place fractions on a number line.

Mastery

How tall is the plant?
Write your answer as a fraction of a metre.

The plant is ☐ m tall.



Mastery with greater depth

7b. Zain says,

If I start on 2 $\frac{4}{5}$ and count on 5 more fifths, then count back $\frac{4}{5}$, I will end on 2.

Draw a number line to work out if he is correct. Explain your answer.

Tuesday 20th January

TBAT: explore shades of meaning in adjectives.

3 in 3

Grandma was a small, wrinkly lady with bright, sparkling eyes that always seemed to know more than she said. She wore thick woolly cardigans and smelled faintly of peppermint and wood smoke. Even though she walked with a stick, she was full of energy and loved telling exciting stories about witches. When she spoke, her voice was warm and wise, making you feel safe no matter how scary the story was.

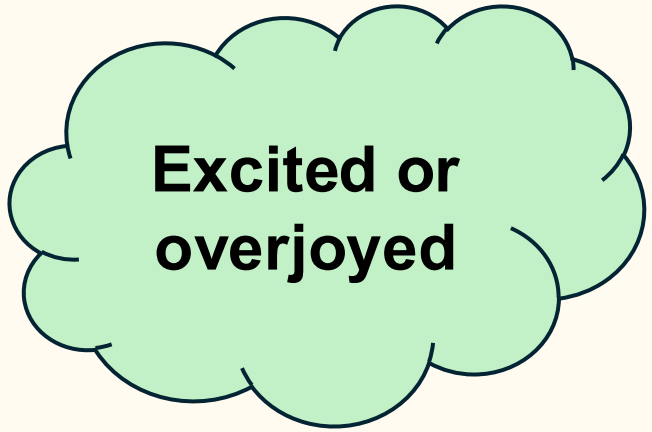
1. What did Grandma smell of?
2. What did Grandma use to help her walk?
3. How did Grandma's eyes look?

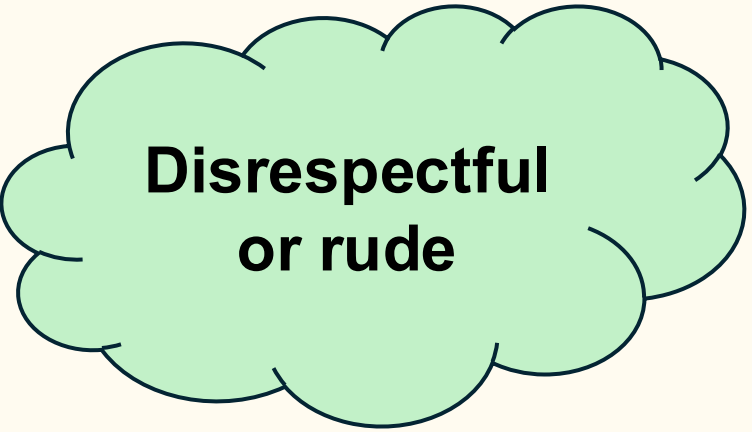
Why do you think the narrator feels safe when Grandma tells scary stories?

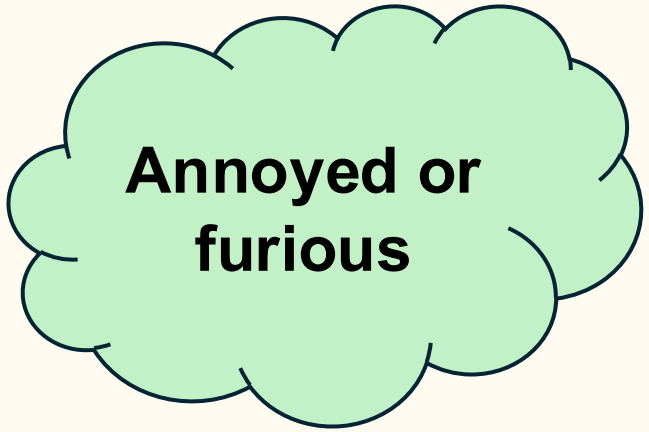
Tuesday 20th January

TBAT: explore shades of meaning in adjectives.

Starter – which one sounds the strongest? **(WB'S)**







Tuesday 20th January

TBAT: explore shades of meaning in adjectives.

Tired	Cross	Scary
Sleepy	Angry	Frightening
Drained	Furious	Terrifying
Exhausted	Livid	Horrifying

Tuesday 20th January

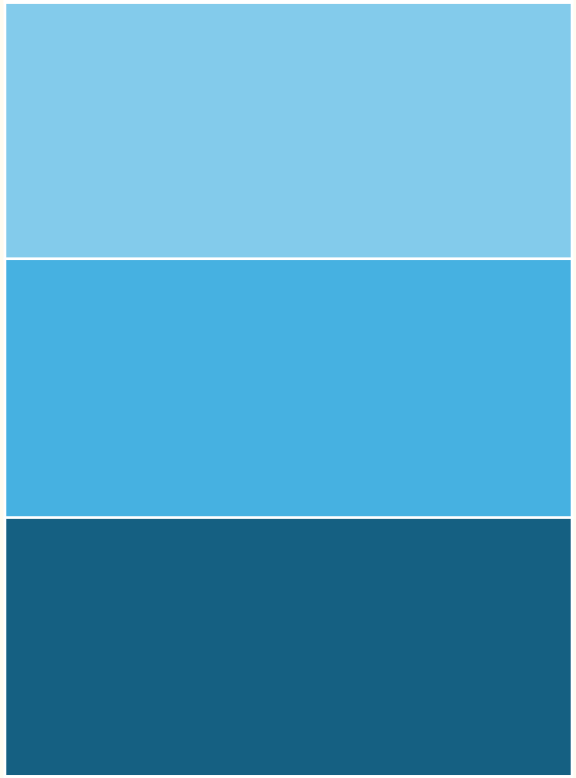
TBAT: explore shades of meaning in adjectives.

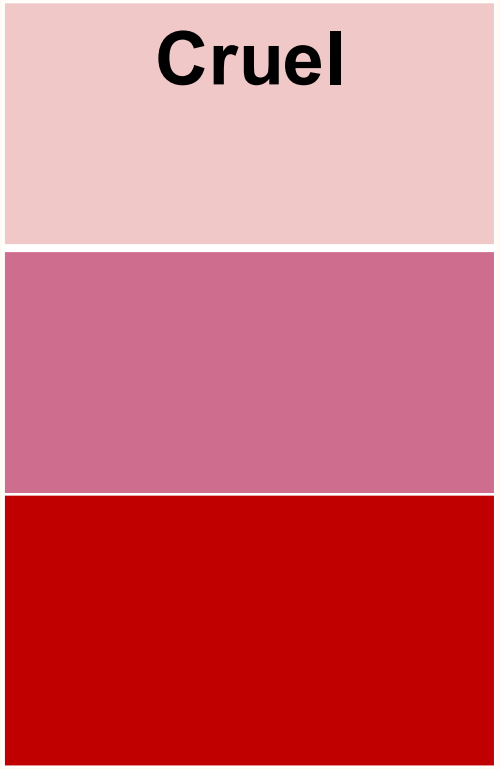
Sad

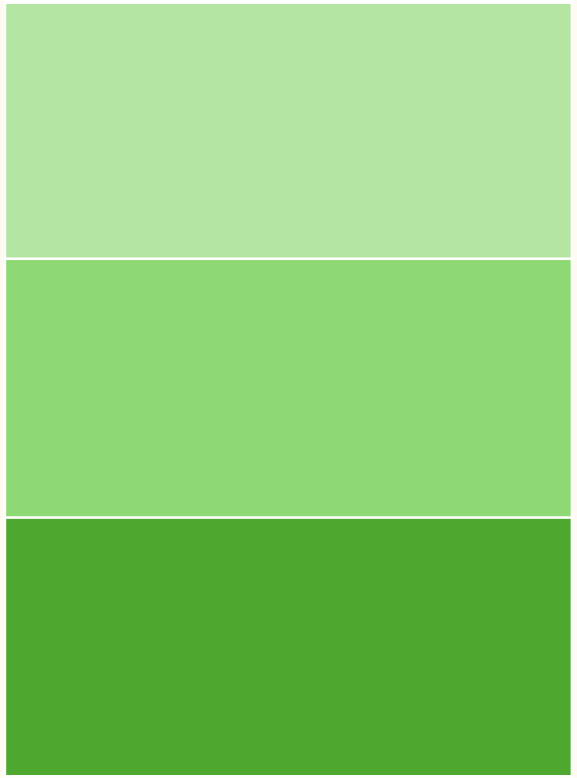
Blue/greens - write the shades of meanings of these adjectives.

Cruel

Happy







Tuesday 20th January

TBAT: explore shades of meaning in adjectives.

Independent Task:

Scared	Smart

Challenge – Explain why you chose your strongest adjective on each column?

Mastery- Can you write 3 sentences describing the witch with your strongest adjectives.
Try to include an expanded noun phrase and a simile.

Tuesday 20th 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 20th 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 20th 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 20th January

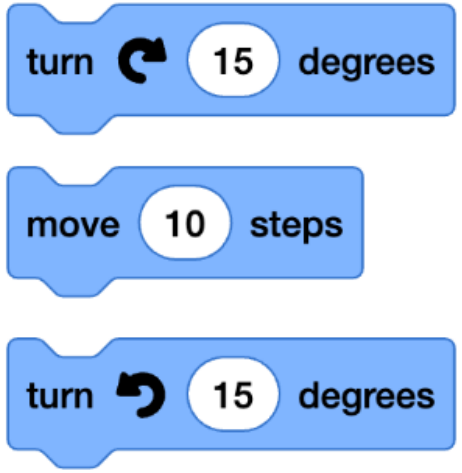
Q: What happens when a command is given in a program?

motion	the movement of an object over time
stage	the background of a project
random	cannot be predicted

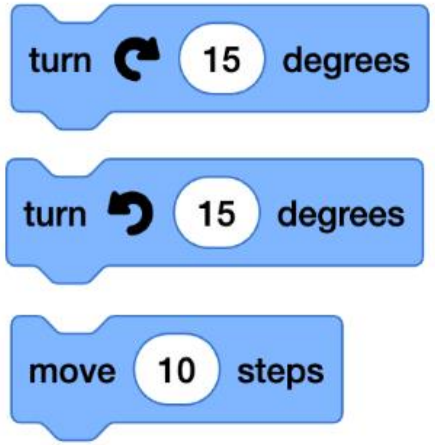
Tuesday 20th January

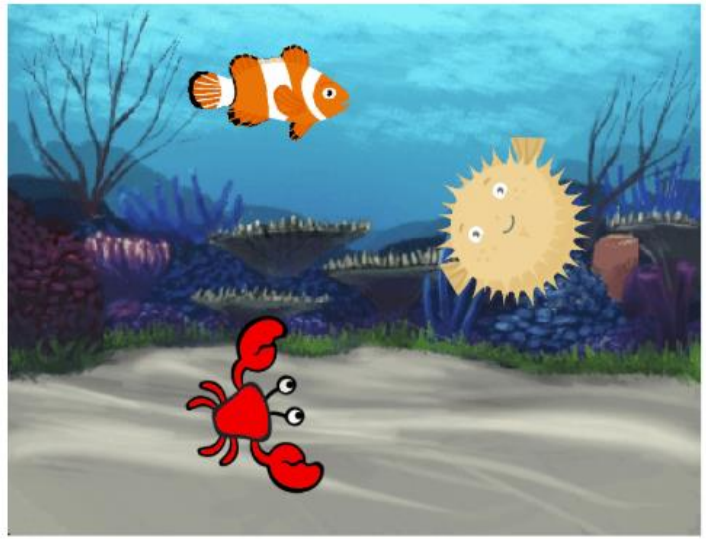
Q: What happens when a command is given in a program?

Motion blocks can be used to control the movement of a sprite.



Multiple sprites can be controlled using separate **motion** commands.

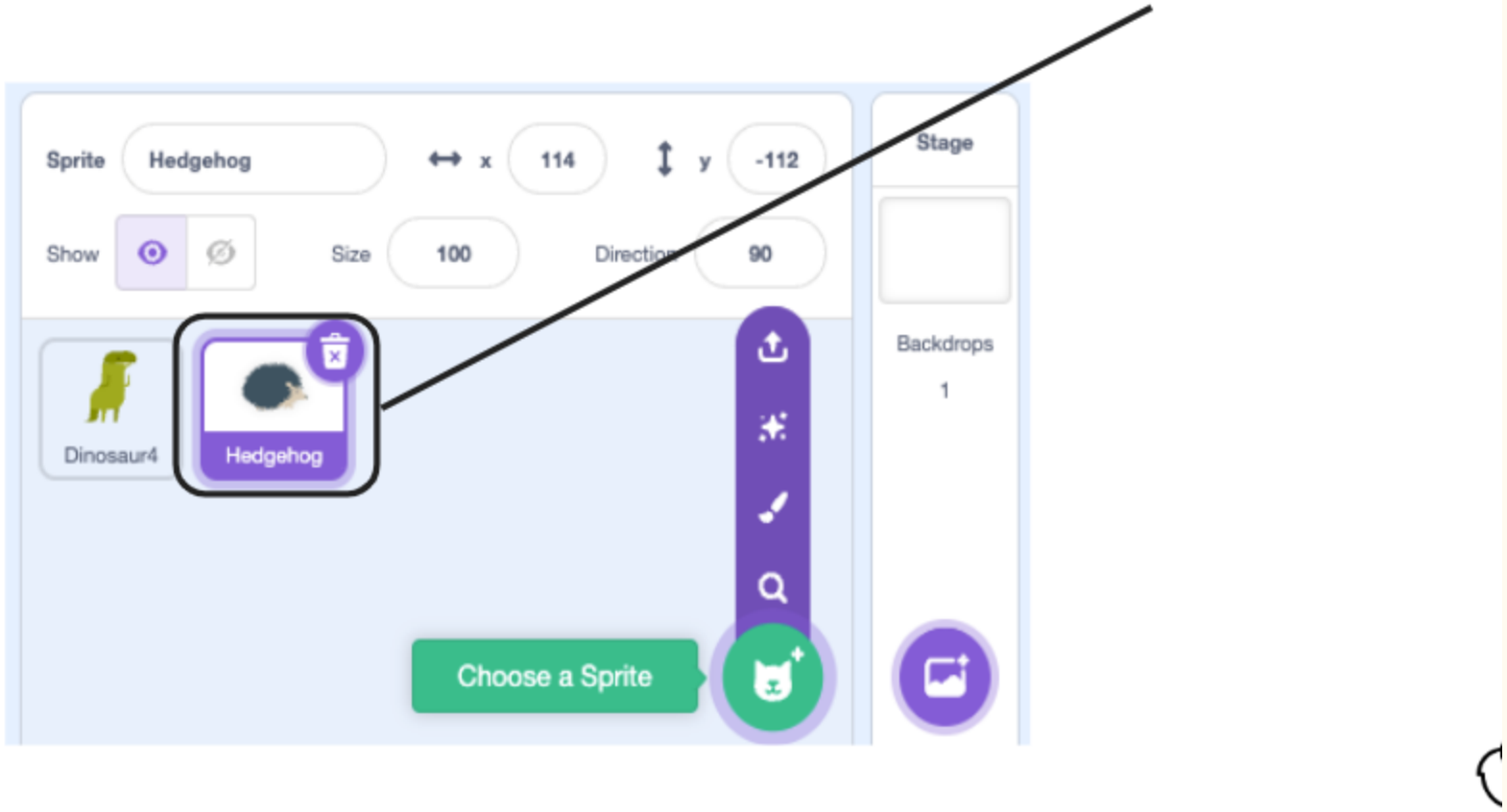




Tuesday 20th January

Q: What happens when a command is given in a program?

If you want to use commands with a sprite it must be selected.



Tuesday 20th January

Q: What happens when a command is given in a program?

1. Add these three sprites to a new Scratch project.

2. Add the following **motion** to each sprite.

	Make the frog move 10 steps.
	Make the penguin turn clockwise.
	Make the dog turn anticlockwise.

Tuesday 20th January

Q: What happens when a command is given in a program?

3. Develop your program by adding two more sprites and add **motion** blocks to control them.

Explain which sprites and **motion** blocks you added using the table.

sprite	sprite name	Which **motion** block did you use?	What did the sprite do?

Tuesday 20th January

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

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

Talk partners

What does it mean to dance in unison?