

Wednesday 21st January

Morning Challenge

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

In the centre of the town stood...

People wondered what...

The branches began to...



Wednesday 21st January

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

Spelling thief

The spelling thief has taken some of the letters from our spelling words! Can you work out which letters are missing?

Write the correct spelling in your book.

For_et_ing

forgot_en

begi_n_ng

begi_ner

prefe_r_d

pr_fe_ring

oc_ur_ed

occurring

forbi_den

com_itt_d



Place each word into a correctly punctuated sentence.

21.01.26

TBAT: find fractions of an amount.

3 in 3

1. $\underline{\hspace{2cm}} = 901 - 450$

2. $101 - 10 =$

3. **Tick two** fractions which are greater than a half.

$$\frac{3}{10}$$

$$\frac{3}{5}$$

$$\frac{4}{10}$$

$$\frac{3}{4}$$

Challenge

Double the answers to question 1 and 2.

21.01.26

TBAT: find fractions of an amount.



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

21.01.26

TBAT: find fractions of an amount.

Talk partners

Look at the sentences below. What words are missing from each sentence.

Fraction Rules

- When we find a fraction of an amount, we _____ by the denominator.
- We then _____ by the numerator.

Divide

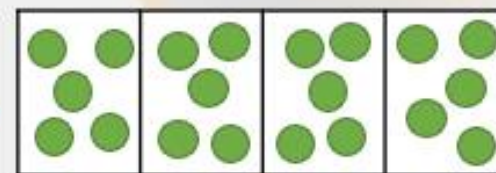
multiply

21.01.26

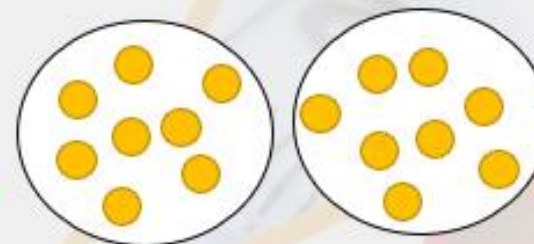
TBAT: find fractions of an amount.

Match the representation to the statement.

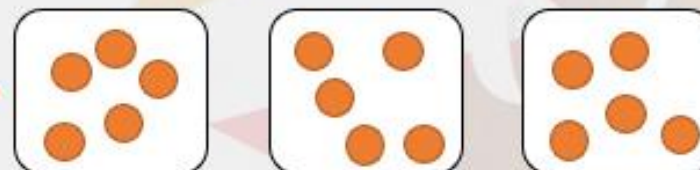
Three equal
groups of 5



Two equal
groups of 3



Four equal
groups of 5



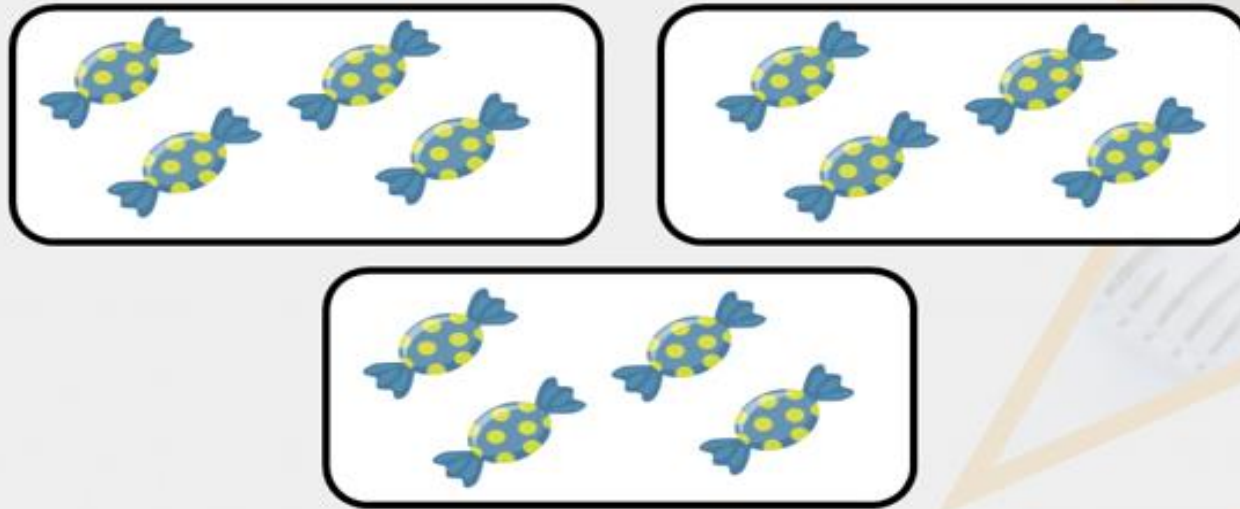
Two equal
groups of 8



21.01.26

TBAT: find fractions of an amount.

This is $\frac{1}{3}$ of a bag of sweets.



How many sweets were in the bag?

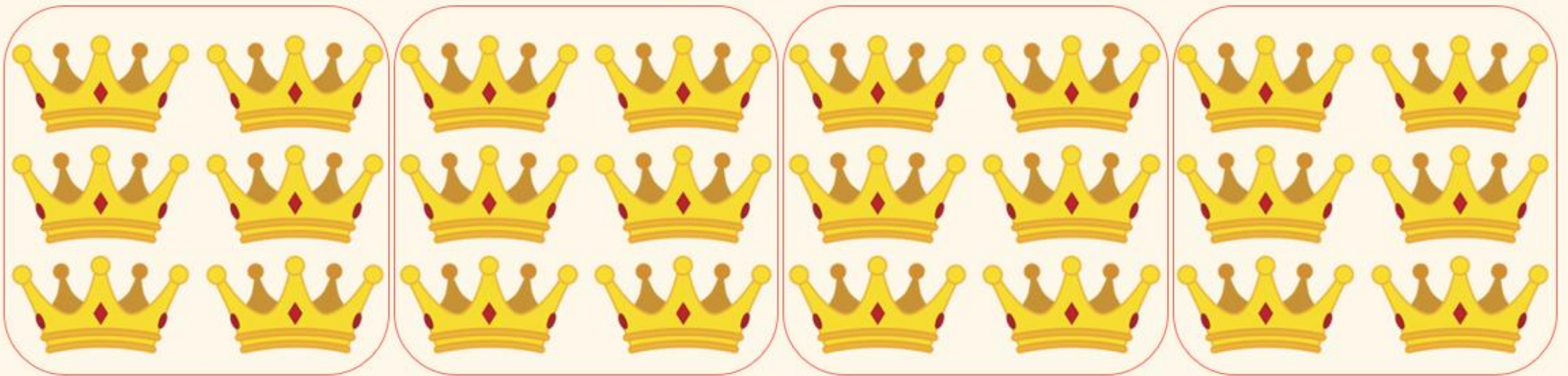
12 sweets

21.01.26

TBAT: find fractions of an amount.

$$24 \div 4 = 6$$

$$\frac{1}{4} \text{ of } 24 = 6$$



There are 6 crowns in each group.

21.01.26

TBAT: find fractions of an amount.

Calculate one third of the set of objects below.

A. 5



B. 4



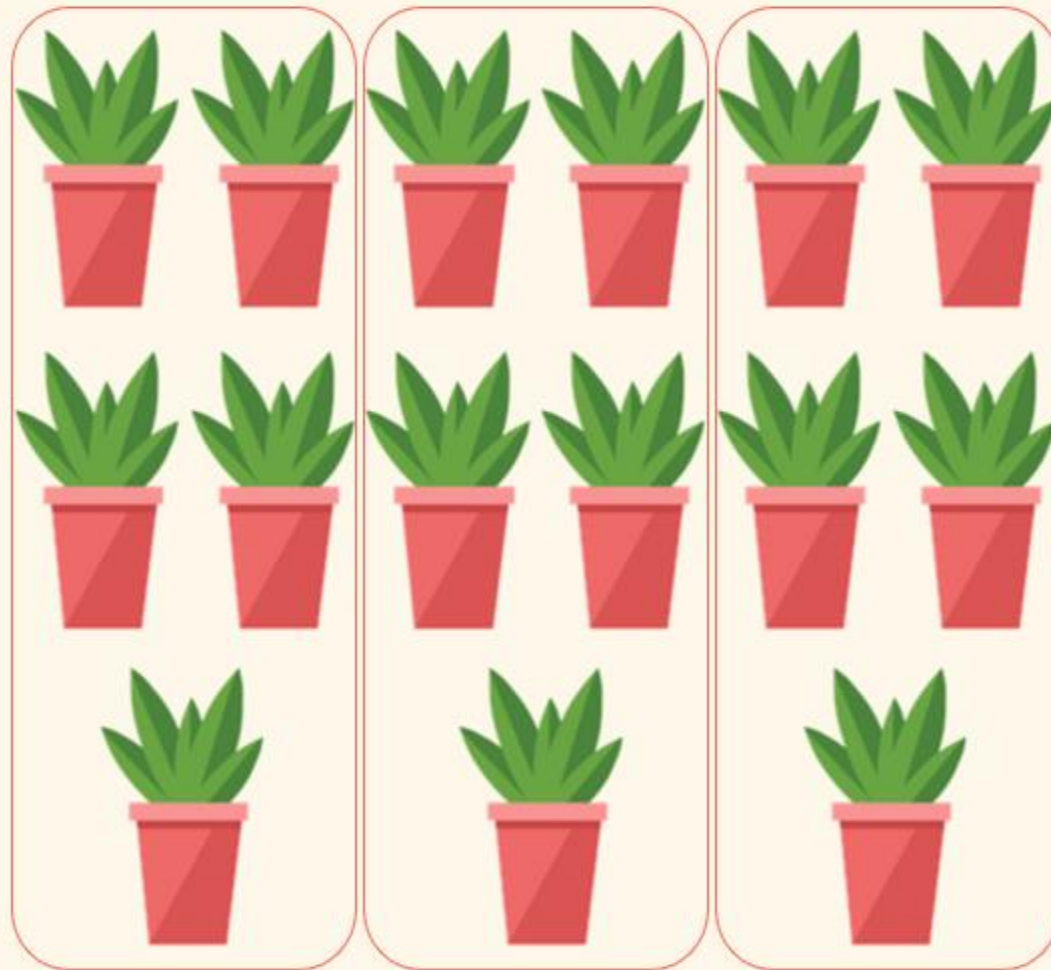
C. 6



D. 7



$$15 \div 3 = 5$$



21.01.26

TBAT: find fractions of an amount.

To find the fraction of a number we divide by the **denominator** and times by the **numerator**.

1/5 of 25 would be:

$$25 \div 5 = 5 \times 1 = 5$$

3/5 of 25 would be:

$$25 \div 5 = 5 \times 3 = 15$$

21.01.26

TBAT: find fractions of an amount.

Blue partner

Explain to your partner how you would solve this calculation.

Green partner

Do you agree? If no, why.

$\frac{1}{4}$ of 48

Green partner

Explain to your partner how you would solve this calculation.

Blue partner

Do you agree? If no, why.

$\frac{1}{3}$ of 27

21.01.26

TBAT: find fractions of an amount.

Remember to divide by the bottom (denominator)
and times by the top (numerator).

Blue

$$\frac{1}{5} \text{ of } 10$$

$$\frac{2}{5} \text{ of } 15$$

Green

$$\frac{1}{3} \text{ of } 30$$

$$\frac{3}{5} \text{ of } 15$$

Challenge: Find $\frac{1}{5}$ of 75

21.01.26

TBAT: find fractions of an amount.

Independent

1. $\frac{1}{5}$ of 35 =

2. $\frac{1}{4}$ of 28 =

3. $\frac{2}{5}$ of 45 =

4. $\frac{1}{8}$ of 72 =

5. $\frac{6}{8}$ of 72 =

6. $\frac{1}{10}$ of 60 =

7. $\frac{5}{10}$ of 60 =

RP: I drink $\frac{2}{8}$ of my drink at breaktime and $\frac{3}{8}$ of my drink at lunch time. How much drink do I have left?

Challenge

Zeke is tidying his tennis balls away.

$\frac{3}{8}$ of the tennis balls are still in the garden.



How many tennis balls does Zeke have altogether?

21.01.26

TBAT: find fractions of an amount.

Mastery

Gloria wants to complete the calculation using the number cards below.

$$\frac{1}{\square} \text{ of } \square = 9$$

36	4	3	27
8	45	72	5

Investigate two ways of completing her calculation.

Mastery with greater depth

1) Joseph had £40.



I spent $\frac{2}{5}$ of my money at the theatre.

After his trip to the theatre, Joseph then spent $\frac{2}{3}$ of his remaining money on three different items at a cafe. Which items must he have bought?



Milkshake
£3



Cookie
£2



Fruit bag
£4



Water
50p



Crisps
£1



Pasta meal
£8



Jacket potato
£9

Wednesday 21st January

TBAT: plan a character description.

3 in 3

1. Add 'a' or 'an' to the sentence below.

As treat, we sometimes take picnic to amazing park nearby.

. Draw lines to match the words below to the appropriate prefix.

tele

semi

tri

angle

vision

circle

. Circle the preposition in this sentence.

I found my kitten hiding under the kitchen table.

Wednesday 21st January

TBAT: plan a character description.

Thinking time:

What features are needed in a character description? Why are they needed?



[How to invent a new character - BBC Bitesize](#)

Video 3

Wednesday 21st January

TBAT: plan a character description.

Look at the following sentences. How could they be improved? Write these on your whiteboard.

The mean witch had long fingernails.

The creepy witch had a horrible laugh.

Wednesday 21st January

TBAT: plan a character description.

Look at the following description together. Find the features.


She's the boss of all witches. She looks like an ordinary woman when she's in disguise, but underneath she's very scary. She's clever, strict, and always telling the other witches what to do. She hates children and is always making wicked plans. All the other witches are frightened of her because she's so powerful. You can almost feel the cold shiver in the air whenever she walks into the room.

Wednesday 21st January

TBAT: plan a character description.

What does she sound like?	What does she smell like?
What does she look like?	What do you feel when she is around?
Behaviour/ personality	Powerful adjectives
Expanded noun phrases	Similes

Grand High Witch



Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Exodus	the departure of the Hebrews from Egypt; the second book in the Torah
descendants	people related to you who live after you
ancestors	people related to you who lived before you
freedom	being able to act, speak, and think as you wish
liberation	being set free

Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Izzy and Jacob are talking about memories.

I love to hear my parents and grandparents talking about things that happened to them in the past. I don't mind if I have heard their story before. Sometimes I ask them to re-tell one of my favourite stories!




Izzy

My friends like to talk about things that have happened to us. We start with, 'remember that time when ...' and soon we are all laughing and reminding each other of the funny things we did and said!



Jacob

Do you have stories and memories that you share and retell with others? 

Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

What is happening in this picture? What story is it?



The **Exodus** is one of the **most important stories** in the history of the Jewish people.

Jews believe that Moses led the Hebrew people **away from slavery** in Egypt towards the land promised to **Abraham and his descendants**.

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Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Daniel has a Jewish worldview and attends a Progressive synagogue.



Daniel

The **Exodus** story has been told and retold in my family over many, many years.

We don't get bored because it is **an important story about our Jewish ancestors**. When I was little, I liked the bit about the plagues. I could imagine the Egyptians getting annoyed with the frogs hopping about!



Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Daniel explains more about the **Exodus** story.



Daniel

The **Exodus** story shows how Jewish families passed down important stories to their children. The Hebrews knew about the covenant G_d had made with their **ancestors** Abraham and Jacob. They had heard all about the **promised land** so they wanted to leave Egypt and go there.

Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Complete Jacob's sentence:

The **Exodus** story reminds Jews about God's _____
with Abraham and his **descendants**.

a worldview

b plague

c covenant ✓

Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Victoria has a Jewish worldview and attends an Orthodox synagogue.



Victoria

Jewish families retell the **Exodus** story every year at the celebration of Pesach.

We tell the story in the first person, as though it happened to us. We might say 'When we were enslaved in Egypt' or 'When Moses led us across the Red Sea'.



Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Victoria explains how she tells the **Exodus** story.



Victoria

We tell the **Exodus** story in the first person because we see it as a **family story about our Jewish ancestors.**

The story is part of **my identity as a Jewish person.** Even though it is an ancient story, it still holds meaning for Jews like me today.

Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Mahsa explains the deeper meaning of the **Exodus** for her family.



Mahsa

The themes of **freedom** in the **Exodus** story are meaningful to my family because we know how it feels to leave home to look for safety and the **freedom** to make choices.

My father had to leave Iran when he was a young man because it was not a safe place for Jews at the time.

Wednesday 21st January

Q: Why is the story of Exodus important to Jews?

Mahsa explains why the **Exodus** story is meaningful to her family.



Mahsa

When he arrived in the UK, my father must have felt just like Moses and the Jewish people when they crossed the Red Sea to **freedom** and safety.

When we tell the **Exodus** story, it feels very real to us because of our family history.



Wednesday 21st January

Q: Why is the story of Exodus important to Jews?



Mahsa

The **Exodus** story reminds her family about how her father left home to find **freedom** and safety.



Sherri

The **Exodus** reminds her that she belongs in the Jewish community and shares the story with Jews around the world.



Daniel

The **Exodus** challenges him to find **liberation** by trusting God for the future and making brave choices.



Wednesday 21st January

TBAT: cut shapes directly into paper using scissors.

Does everybody see artwork in the same way?

Which features of artwork could people see differently?

Wednesday 21st January

TBAT: cut shapes directly into paper using scissors.

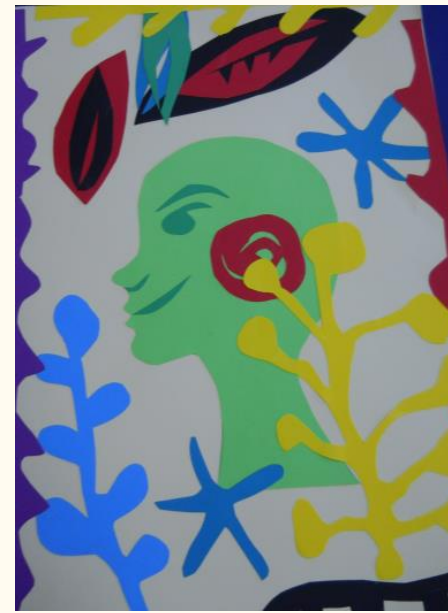
Talking Points: Matisse Cut Outs (accessart.org.uk)

Wednesday 21st January
TBAT: cut shapes directly into
paper using scissors.

Look at the images. Using your scissors, cut different shapes and arrange them onto your page.

You do not need to use a pencil to sketch your ideas first.

What does your artwork mean to you? Explain what you have created at the bottom of your artwork.



Wednesday 21st 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?