

Tuesday 13th January 2026

13.01.25

Morning Challenge



Using these year 3 & 4 spelling words to fill in the gaps. **Write the sentences in your book.** Then, write your own sentences using the same words.

Fill in the missing word.

1. I want to _____ playing the drums.
2. I am trying to _____ what the bike looks like.
3. When will you _____ if you want to go to the park?
4. This test is not too _____ .
5. Is there a _____ flavour of ice-cream?

Write your own sentences using:

1. continue 2. decide 3. describe 4. different 5. difficult

continue

decide

describe

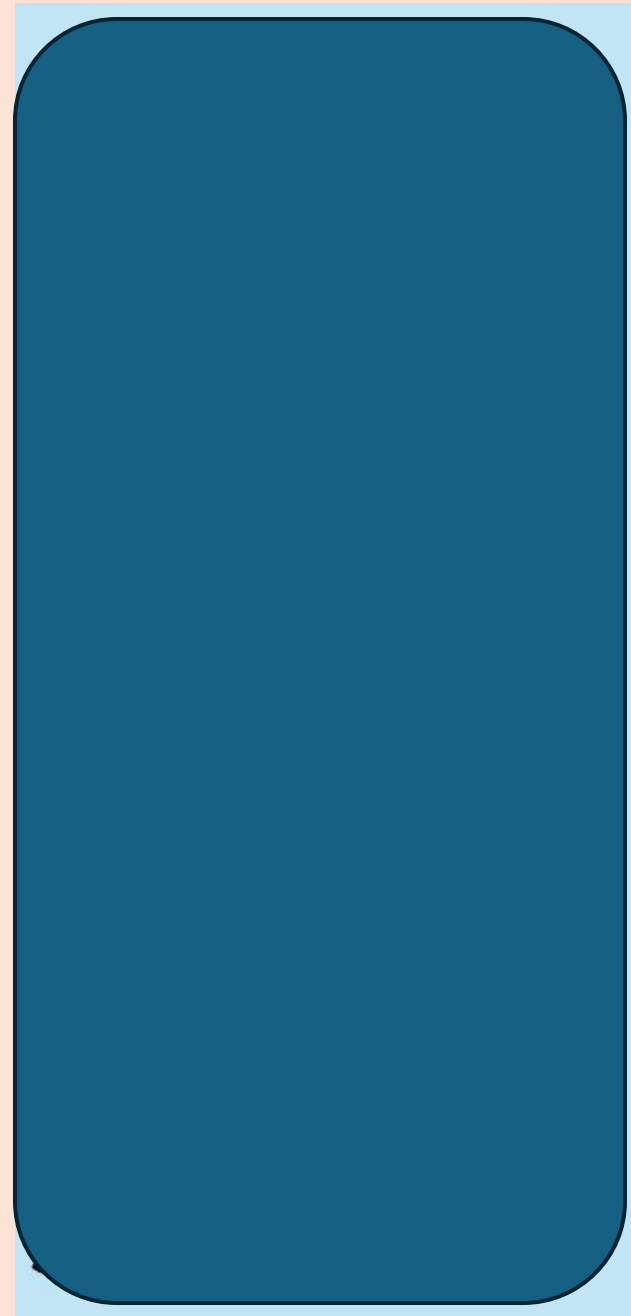
different

difficult

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Spelling re-visit: whiteboards



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Word work

Key information

Fronted adverbials are words or phrases that tell us how, when, where, or why something happens. They are placed at the beginning of a sentence, before the main action.

How are they used?

You start the sentence with the fronted adverbial, followed by a comma, and then the main part of the sentence.

Next Steps: Types of Fronted Adverbial

Fronted adverbials are used to describe...

the **time** something happens,

the **frequency** (how often) something happens,

the **place** something happens,

the **manner** something happens,

the **possibility** (how likely) something will/has happen(ed),

Next Steps: Types of Fronted Adverbial

Fronted adverbials are used to describe...

the **time** something happens,
e.g. **Before sunrise**, Darius crept into the beast's cave.

the **frequency** (how often) something happens,
e.g. **Every so often**, Darius could hear the beast's ferocious snore.

the **place** something happens,
e.g. **At the back of the cave**, the terrifying creature began to stir.

the **manner** something happens,
e.g. **As quick as a flash**, Darius bounded behind a nearby rock.

the **possibility** (how likely) something will/has happen(ed),
e.g. **Almost certainly**, the deadly beast would find Darius.

Did you notice
how the fronted
adverbials were
punctuated?

Why do we need the comma after a fronted adverbial?

We need a comma for a fronted adverbial because it **helps separate the extra information from the main part of the sentence**, making the sentence clearer and easier to read.

When you start a sentence with a fronted adverbial, you use a comma after it to show that the main part of the sentence is coming next.

Example:

In the morning, we go for a walk.

Here, "In the morning" is the fronted adverbial, and the comma separates it from the rest of the sentence.

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Word work

Task A:

Add the comma after the fronted adverbial to show where it is placed.

Before the sun came up she stood and waited.

In the dead of night the black cat began to wake.

Throughout the film my sister talked on her phone.

Positively trembling with excitement he accepted the award.

Unfortunately they arrived after the film had started.

In the blink of an eye the magician was gone.

Tick **all** the sentences that contain a **fronted adverbial**.

Walking across the field, the children became very muddy.

☐

It was great fun doing the washing up.

☐

Her mum works in an office.

☐

Standing by Emma, Jack hopped on one leg.

☐

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Word work

Task B: Make and write three fronted adverbial sentences, using the orange and blue tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,

I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

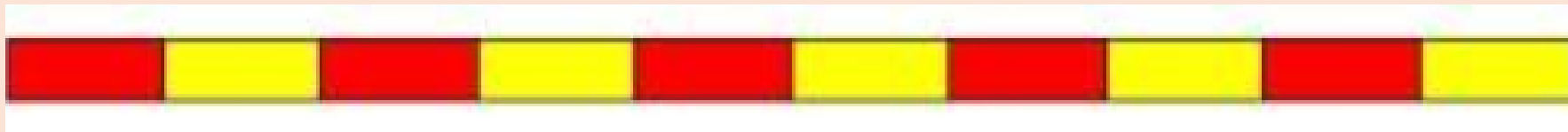
Example: **Without reason,** my computer screen turned off.

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Times tables

6 Times tables

Counting stick: x6



The teacher will call out **answers** from the 6 times table.

On your whiteboard you need to write the full calculation that matches each answer.

For example, if the teacher says **12**, you will write **$2 \times 6 = 12$** .

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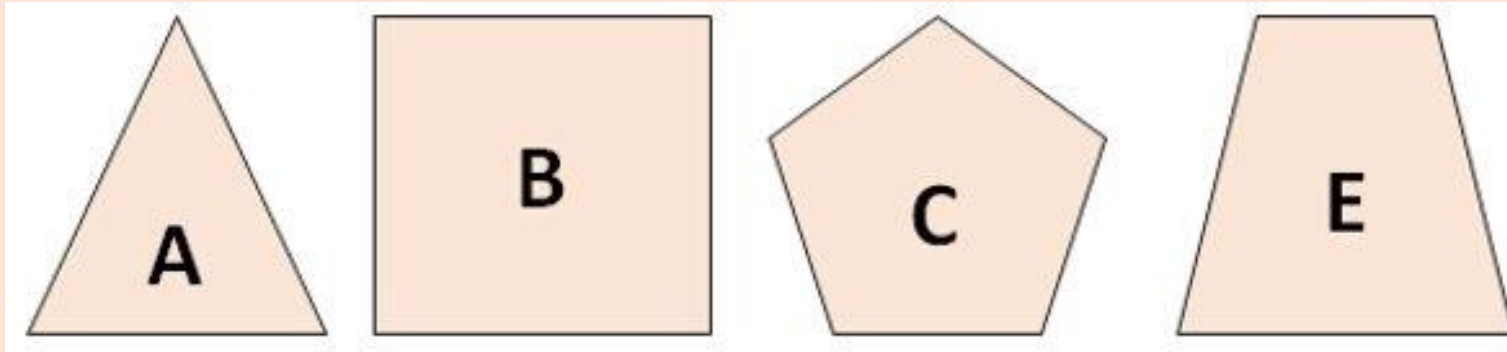
TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

3 in 3

1. $8 \div 10 =$

2. $\underline{\hspace{2cm}} = 2,066 + 1,000$

3. Write down the letters of the shapes which are **quadrilaterals**.



Challenge

True or false? When you add two odd numbers, the answer will always be even. Prove it.

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Key vocabulary

- numerator
- denominator
- vinculum

- Unit fraction - A unit fraction is a fraction where the numerator is equal to 1.

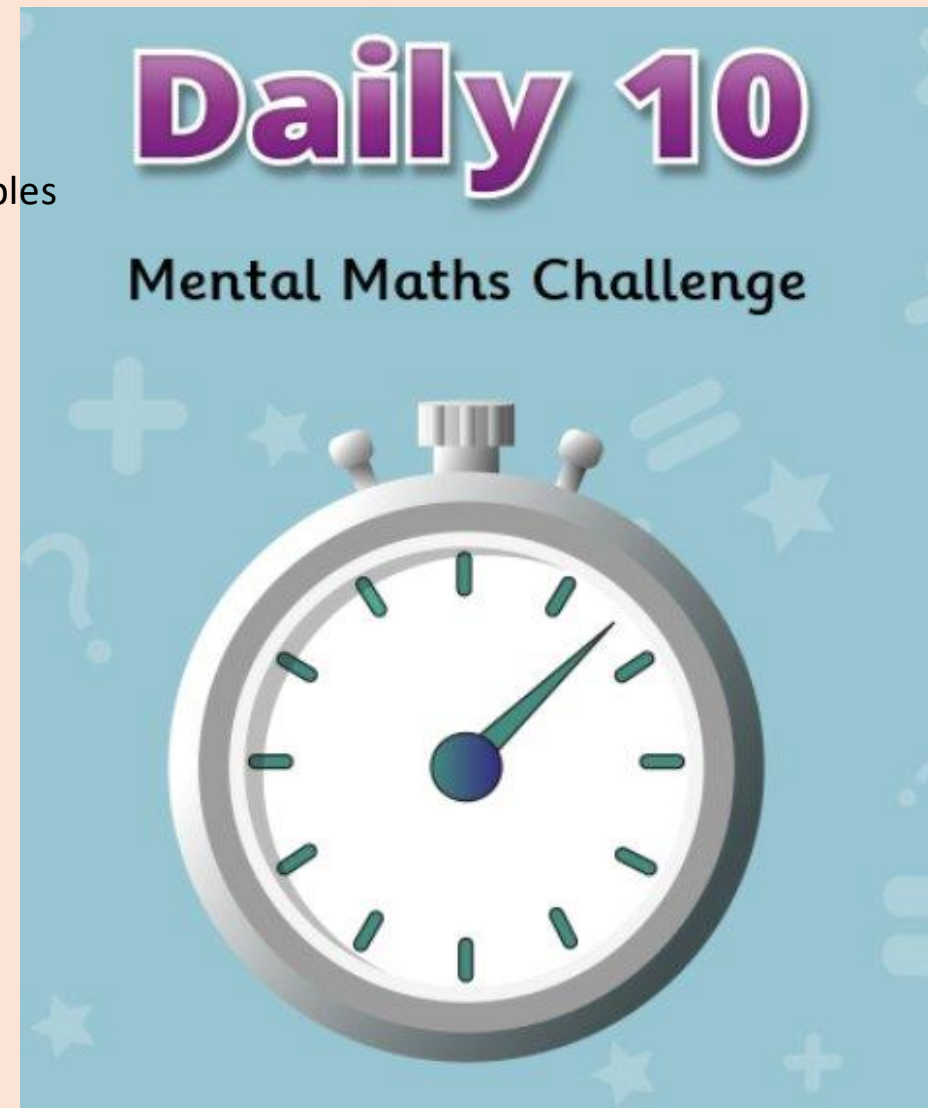
For example $\frac{1}{6}$

- Non-unit fraction - A non-unit fraction is any fraction where the numerator is greater than 1.

For example, $\frac{3}{6}$

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

Level 4- 6 times tables



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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

**Tyler wants to find four fifths of 25 using this bar model.
What does he need to do?**



Discuss - What is the whole number?

- How many parts are there?
- How do we write this as a calculation?
- Once we have found one fifth, how do we find 4 fifths?

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Farmer Alfie wants to pick three sevenths of the peaches he has grown. In total, he has grown 42 peaches. How can we solve this calculation?



Discuss - What is the whole number?

- How many parts do we need?
- How do we write this as a calculation?
- Once we have found one seventh, how do we find 3 sevenths?

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Whiteboards

Let's just use numbers.

5/6 of 24

To find the unit fraction of a number, you need to divide the number by the **denominator**.

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

To find five-sixths, we need to multiply our answer by the **numerator** which is 5.

$$\frac{5}{6} \text{ of } 24 = \left(\frac{1}{6} \text{ of } 24\right) \times 5 = 4 \times 5 = 20$$

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Whiteboards

2/8 of 48

$$48 \div 8 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times 2 =$$

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Whiteboards

4/6 of 72

$$72 \div 6 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times 4 =$$

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Whiteboards

4/9 of 108

$$108 \div 9 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times 4 =$$

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Whiteboards

4/5 of 355

$$355 \div 5 = \underline{\hspace{2cm}}$$

Partition the number - 300 and 55.

$$300 \div 5 = \quad 55 \div 5 =$$

Add the answer together

$$\underline{\hspace{2cm}} \times 4 =$$

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Blue

$\frac{3}{7}$ of 42

Green

$\frac{4}{8}$ of 64

Challenge

$\frac{5}{12}$ of 132

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TBAT: find non-unit fractions of 2-digit and 3-digit numbers.

Independent

1. $\frac{6}{9}$ of 27 =

2. $\frac{3}{8}$ of 160 =

3. $\frac{6}{9}$ of 45 =

4. $\frac{3}{5}$ of 25 =

5. $\frac{7}{9}$ of 369 =

6. $\frac{6}{12}$ of 252 =

RP

True or false

**If I share 56 sweets with 7 friends,
they will get 6 sweets each.**

Show your calculation.

Challenge

Kelly is sorting out the cones she uses during football training. She has 35 cones in total. Three sevenths of the cones are blue, and the rest are yellow. How many cones are yellow?

Mastery challenge

George won £2000 in a spelling competition to spend on equipment for his class. Here are the votes for how the class of 30 children want to spend the money:

Computers	$\frac{1}{2}$
Stationery	6 children
Books	$\frac{3}{10}$

George's teacher decides to split the money to match the way the children voted. How much will she spend on each type of equipment?

Greater Depth mastery

Rearrange each set of digit cards to make fractions of amounts. How many ways can you find to rearrange each set? The fraction does not always have to be in its simplest form.

$$\frac{\boxed{}}{\boxed{}} \text{ of } \boxed{} = \boxed{}$$

- a) $\boxed{2} \boxed{3} \boxed{4} \boxed{6}$
- b) $\boxed{2} \boxed{3} \boxed{6} \boxed{9}$
- c) $\boxed{1} \boxed{2} \boxed{4} \boxed{8}$

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TBAT: retrieve information and infer meaning from the text.

3 in 3

Making fireworks is dangerous because it involves fire, explosions, and powerful chemicals. These materials can be unpredictable, and one small mistake can cause serious injuries, burns, or even death. Sparks can quickly start fires, damaging buildings or harming people nearby. Fireworks must be made with great care, using the correct equipment and safety rules. For this reason, only skilled and well-trained people should be allowed to make fireworks to keep everyone safe.

- 1) What makes fireworks dangerous to make?
- 2) What problems can happen if safety rules are not followed?
- 3) What does the word “*unpredictable*” most nearly mean in this text?
 - a) Easy to control
 - b) Hard to control
 - c) Very colourful

CHALLENGE:

- Change one sentence to make more exciting.
- Add a simile

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TBAT: retrieve information and infer meaning from the text.

Vocabulary/phrases in the text

- **Procession:** A group of people moving together, usually for a special event or ceremony.
- **Teak drums:** Drums made from a type of wood called teak, often used in traditional music.
- **Plume:** A large, fancy feather or a cloud of smoke or dust.
- **Sarong:** A piece of cloth wrapped around the body, often worn as clothing in tropical countries.
- **Oarsmen:** People who row boats using oars.



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TBAT: retrieve information and infer meaning from the text.

Multiple choice

1) Where did Lila go?

Mount Merapi Mount Everest Mount Fiji

2) She needs a _____ of magic water

Cup bottle flask

3) What was all the excitement about?

Lila leaving The White Elephant going to its new owner

Read chapter 2

Independent – Remember to answer in full sentences

Retrieval

- 1) What did Lila pack to impress Razvani?
- 2) Why can't Lalchand run fast?
- 3) Why couldn't Lalchand get through the crowd?
- 4) What does Lalchand say Lila will need?

Infer

- 5) Why does Lila gasp?
- 6) Why does Lila laugh at the men trying to steal from her?

Challenge

How does Philip Pullman make the jungle sound daunting?

READ CHAPTER 3

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TBAT: sing a pentatonic round, playing the melody on tuned percussion.

Around the World – Lesson 1 – Pitch songs

Vocabulary

- round
- melody
- pentatonic scale
- pitch
- chorus
- phrase
- acapella
- gospel
- harmony
- accompaniment


Blue – What does '*singing in a round*' mean?

Green – What does the word '*melody*' mean?

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TBAT: choose actions which relate to the theme.

Dance – Lesson 2



Get Set 4 Education

Knowledge Organiser Dance Year 4

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

This dance is inspired by a spy!

Counts 1-4:
Crouch forwards lightly on your toes, looking from side to side.

Counts 5-8:
Stand with your feet shoulder width apart, bend your knees. Transfer weight from left to right, turning your head from left to right. Repeat other side.

Counts 1-4:
Serp whilst turning, travelling sideways to the left.

Counts 5 and 6:
Kick your right foot round in a circle.

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase

CARNIVAL TIME

Samba music has its roots in Brazilian and African music.

Music and dance play a major role in the Rio de Janeiro Carnival.

The Twist

- The twist was a dance inspired by rock and roll music.
- It became the first worldwide dance craze in the early 1960s.
- The actions are wild and spontaneous, with swivelling of the hips and toes as the dancer moves up and down.
- Big facial expressions and exaggerated moves.

	actions	dynamics	space	relationships
solid	kick, lunge, stamp, step, slide	strongly, heavily, robotically	same level, straight pathways	union, side by side, in contact, matching
liquid	slide, wave, twist, ripple, extend	smoothly, fluidly, gently, gracefully	curved pathways, varied directions	some performers, in contact, canon
gas	spin, leap, roll, jump, kick	smoothly, gently, fluently	varied directions, pathways, levels	random timing, not in contact, spaced

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick.

action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

canon: when performers complete the same action one after the other.

dynamics: how an action is performed e.g. quickly, slowly, gently.

expression: actions or gestures used to share thoughts or feelings.

flow: actions that move from one to another easily.

formation: where performers are in the space in relation to others.

match: to perform the same action as someone else.

mirror: reflecting the movements of another person as if they are a reflection.

order: the sequence of actions.

performance: the complete sequence of actions.

phrase: a short sequence of linked movements.

relationship: the ways in which dancers interact; the connections between dancers.

represent: to stand for something.

rhythm: a strong, regular repeated pattern of movement.


space: the 'where' of movement such as levels, directions, pathways, shapes.

structure: the way in which a dance is ordered or organised.

timing: moving to the beat of the music.

unison: two or more people performing the same movement at the same time.

Ladder Knowledge



Actions: Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics: Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space: Space can be used to express a certain character, mood or idea.

Relationships: Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships


This unit will also help you to develop other important skills.

- Social** co-operation, communication, inclusion, collaboration
- Emotional** confidence, empathy, determination
- Thinking** observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.

How will this unit help your body?

Balance, co-ordination, flexibility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Family Fun Dance

How to play:

- Think of the typical gestures and movements some of your family members do all of the time.
- Decide on two or more typical movements for each person.
- Link these into a dance performance and add some music to your dance.
- Perform to your family.
- If you have a brother or sister, you could create the dance with them about your parents.

You could even use your pets for ideas.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. [@getset4education156](https://www.youtube.com/getset4education156)

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TBAT: choose actions which relate to the theme.

You have 4 MINUTES to get changed into your full PE kit – **silently!**

1st- receive 5 marbles

2nd- receive 4 marbles

3rd- receive 3 marbles

4th- receive 2 marbles

5th- receive 1 marble

4 min timer

<https://youtu.be/uW7DCSR4h4E?si=8f8JhD8rlWDqTCF8>

Please collect the marbles from your own classroom.

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TBAT: make marks on the page without having a predefined outcome.

Blue/green:

Here is a quote from an artist called Shaheen Ahmed:

"When countries are at war, when people are suffering, that is the time to reach out. The very least we should do is empathise."

How do you think art can help us empathise with others or comment on difficult situations like war or suffering?

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TBAT: make marks on the page without having a predefined outcome.

Shaheen Ahmed is an artist based in the West Midlands. She uses Kirigami (cutting paper and maps) to blend her love for Islamic art with her interest in social justice.

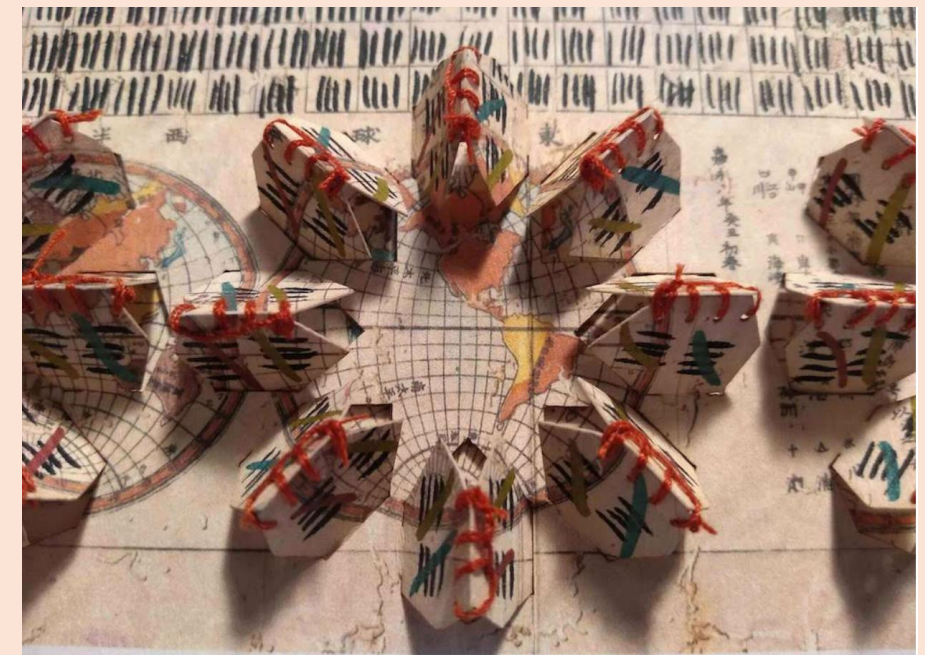
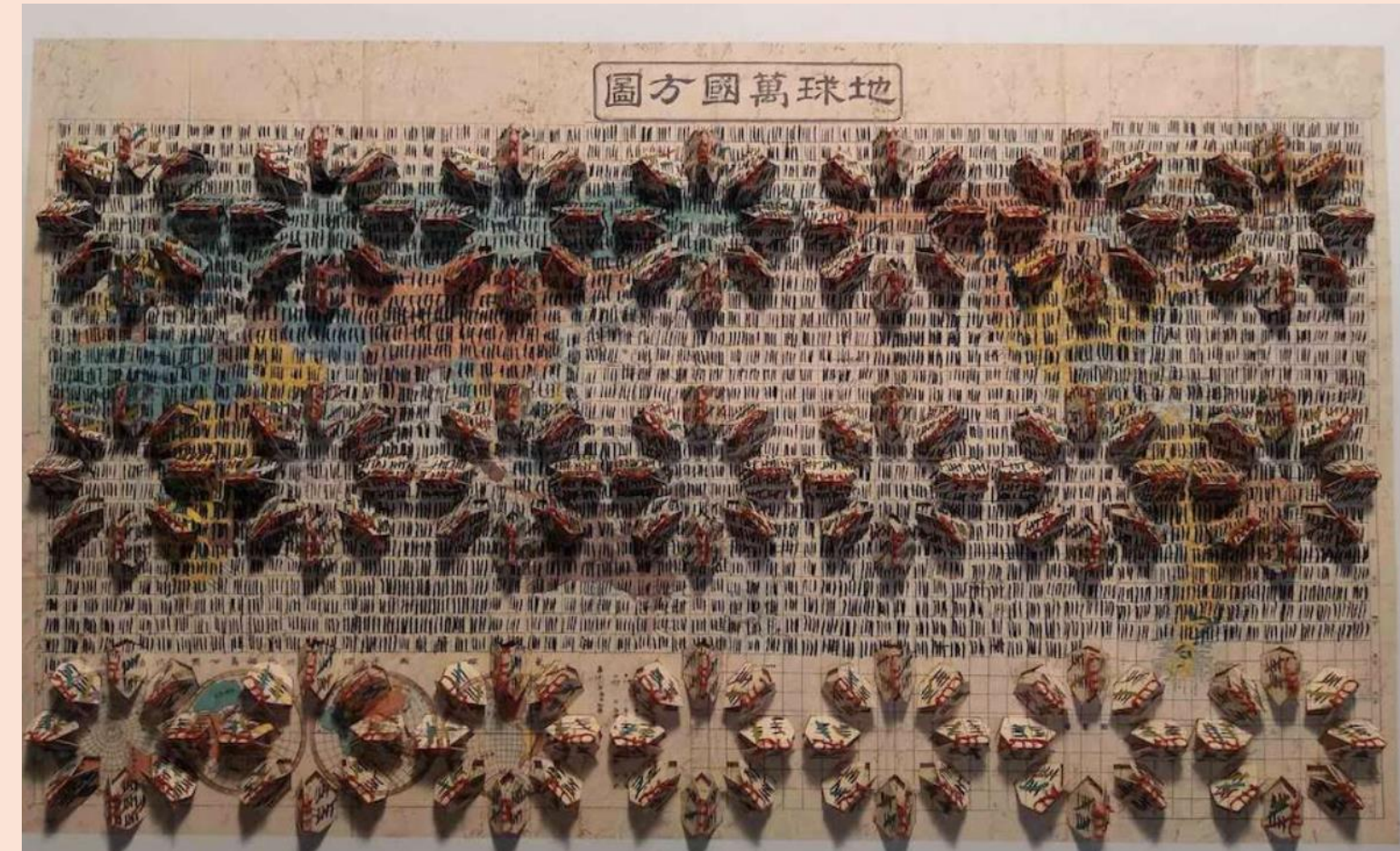
Her work focuses on **empathy** and **healing**, using maps and patterns to comment on the damage caused by borders and boundaries. The calming, repetitive actions of her craft are her way of sending positive energy for a better world.



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TBAT: make marks on the page without having a predefined outcome.

Have a look at some of her art work:



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TBAT: make marks on the page without having a predefined outcome.

Turn and talk:

Look carefully at Shaheen's artwork.

How would you describe it to someone who couldn't see it?

Do you think the processes Shaheen uses and the final outcome contribute to Shaheen's wellbeing?



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TBAT: make marks on the page without having a predefined outcome.

Using a piece of A5 paper and a needle, you are going to create a **rhythmic piece**.

Begin by lifting a corner of your A5 paper and carefully poking small holes through it with the needle to create a pattern.

Key concept to consider: **That the act of making drawings can be mindful.**

Take your time with this task!

Mindfulness music: [Quiet Music For Kids In The Classroom - swirling paint, mesmerizing patterns, sensory video for ADHD](#)

