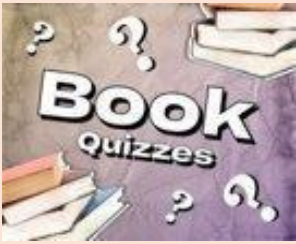


Friday 9th January 2026

09.01.26

Morning challenge



**Choose the correct spelling in these sentences then write the sentence in you book.**

1. She **through/threw** the ball across the hall and it went down the **stares/stairs**.
2. I bought some **cereal/serial** from the shop and paid with a **cheque/check**.
3. I could feel a **draft/draught** coming **through/threw** the window.

Friday 16th January  
Dictation

I ate **cereal** while watching a **serial** on TV.

I **check** the **cheque** before going **through** the door.

She **threw** the ball down the **stairs** and **stares** at it.

16.01.26

# Times table Olympics

4 minutes

00:00:04:00

**TimesTables.me.uk**

Printable Times Tables Quiz Generator

Name: \_\_\_\_\_

Number of Questions: **40**

Testing: **2×**, **5×**, **10×**

$10 \times 8 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$10 \times 11 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$1 \times 5 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$12 \times 5 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$11 \times 2 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

16.01.25

TBAT: add and subtract fractions with the same denominator.

3 in 3

1.  $\frac{3}{8}$  of 88

2.  $\frac{5}{12} - \frac{3}{12} =$

3. Simplify  $\frac{9}{12}$

Challenge

Which is bigger  $\frac{1}{7}$  or  $\frac{1}{3}$ ? How do you know?

16.01.26

TBAT: add and subtract fractions with the same denominator.

First, let's remind ourselves of what a mixed number is.



1 pizza



$\frac{2}{3}$  of a pizza

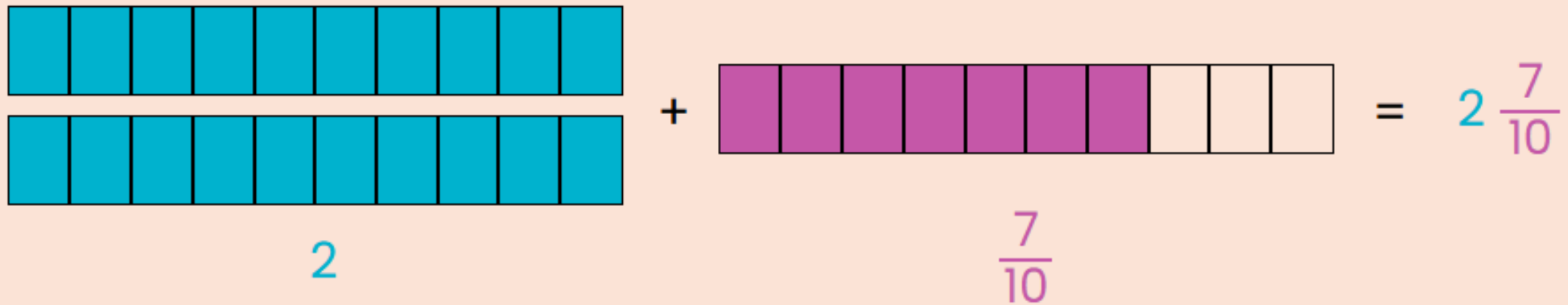
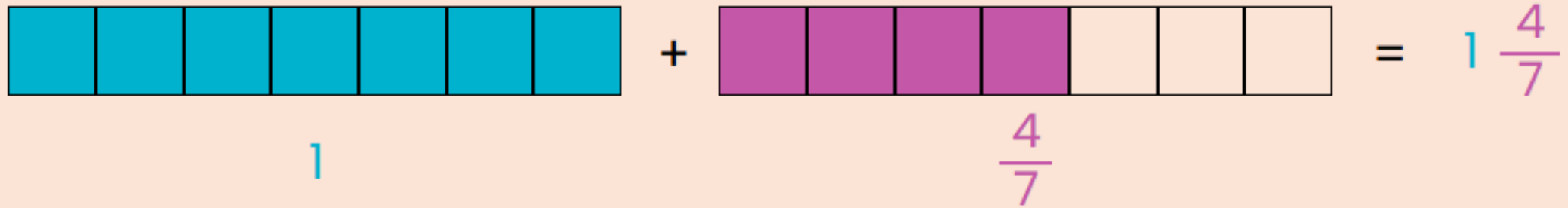
$1 \frac{2}{3}$

A mixed number is a number that includes a whole number and a fraction.

16.01.26

TBAT: add and subtract fractions with the same denominator.

Let's begin by adding whole numbers and fractions.



16.01.26

TBAT: add and subtract fractions with the same denominator.

## Turn and talk

How would you solve the following question?

$$\frac{7}{9} + \frac{4}{9} + \frac{5}{9} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

--	--	--	--	--	--	--	--	--

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16.01.26

TBAT: add and subtract fractions with the same denominator.

Whiteboard work

$$\frac{3}{6} + \frac{2}{6} =$$



16.01.26

TBAT: add and subtract fractions with the same denominator.

Whiteboard work

$$\frac{6}{12} + \frac{2}{12} = \frac{\quad}{12} + \frac{2}{12} = \frac{\quad}{12}$$

16.01.26

TBAT: add and subtract fractions with the same denominator.

Whiteboard work

$$\frac{\underline{8}}{10} - \frac{\underline{2}}{10} =$$

16.01.26

TBAT: add and subtract fractions with the same denominator.

Whiteboard work

$$\frac{\underline{8}}{10} - \frac{\underline{2}}{10} =$$

16.01.26

TBAT: add and subtract fractions with the same denominator.

$$\frac{7}{\square} + \frac{9}{12} = \frac{\square}{12} + \frac{5}{12} = \frac{\square}{12}$$

$$\frac{11}{8} + \frac{12}{\square} = \frac{\square}{8} + \frac{5}{8} = \frac{\square}{\square}$$

Challenge

Use the digit cards to complete the calculations below so that they both equal  $27/6$ .

A.  $\frac{7}{6} + \frac{9}{6} + \frac{\square}{\square}$

B.  $\frac{\square}{6} + \frac{\square}{6} + \frac{\square}{6}$

11

9

14

6

4

# TBAT: add and subtract fractions with the same denominator.

## Independent

a)  $\frac{5}{8} + \frac{4}{8} = \square$

b)  $\frac{2}{3} + \frac{2}{3} = \square$

c)  $\frac{18}{4} + \frac{3}{4} = \square$

d)  $\frac{9}{5} + \frac{3}{5} = \square$

e)  $\frac{18}{7} - \frac{10}{7} = \square$

f)  $\frac{13}{9} - \frac{11}{9} = \square$

g)  $\frac{15}{4} - \frac{12}{4} = \square$

h)  $\frac{8}{3} - \frac{1}{3} = \square$

i)  $\frac{3}{7} + \frac{5}{7} + \frac{4}{7} = \square$

j)  $\frac{13}{4} + \frac{5}{4} + \frac{7}{4} = \square$

k)  $\frac{11}{5} + \frac{6}{5} - \frac{2}{5} = \square$

l)  $\frac{8}{4} + \frac{3}{4} - \frac{5}{4} = \square$

RP

Sophie baked a chocolate cake and cut it into 12 equal slices.

She ate  $\frac{3}{12}$  of the cake.

Her brother ate  $\frac{4}{12}$  of the cake.

Later, Sophie gave  $\frac{2}{12}$  of the cake to her friend.

How much of the cake has been eaten altogether? How much of the cake is left?

## Challenge

3) Do you agree with Drew's statement? Explain your answer.

The missing digit in each of these calculations is 6.



Drew

A

$$\frac{5}{12} + \frac{\square}{12} = \frac{11}{12}$$

B

$$\frac{\square}{5} - \frac{4}{5} = \frac{3}{5}$$

## Mastery Challenge

6. James and Rose are finding missing numbers in a calculation.

$$\frac{\square}{6} + \frac{4}{6} + \frac{\square}{6} = \frac{12}{6}$$



James

$\frac{4}{6}$  and  $\frac{4}{6}$  are missing.

$\frac{5}{6}$  and  $\frac{3}{6}$  are missing.



Rose

Is either James or Rose correct? Explain how you know.

R

## Greater Depth mastery

1a. Akbar is describing the method he will use for the calculation below.

$$3\frac{6}{8} + \frac{5}{8}$$



I must add the fractions which make 1 and 2 eighths. I then add 3 which equals 5 and 2 eighths.

Do you agree? Explain why.

Pathfinders  
TTRS



Friday 16<sup>th</sup> January 2026

TBAT: write the opening to an informal letter.

3 in 3

### **What is the purpose of an informal letter?**

The purpose of an informal letter is to communicate in a friendly and personal way with someone you know, such as a family member, friend, or relative.

Informal letters are usually written in a relaxed and conversational tone. They can share news, express feelings, apologise, give advice, or ask questions.

Common types of informal letters include letters to a friend, letters to a family member, thank-you letters, apology letters, and letters explaining or sharing personal experiences.

**1) Who do we usually write informal letters to?**

**2) Name two purposes of an informal letter.**

**3) Give two examples of types of informal letters.**



Friday 16<sup>th</sup> January 2026

TBAT: write the opening to an informal letter.

**Blue** – Why did Lila run away from home?

**Green** – What did Lila's father do when she left home?

**Challenge** – Name some people you would write an informal letter to and list some types of informal letters.

Friday 16<sup>th</sup> January 2026

TBAT: write the opening to an informal letter.

## **Formal or Informal?**

### **Turn and talk**

Which format should we use when writing a letter to Lalchand (Lila's father)?

### **Example 1:**

Dear Father,

I am writing to apologise for running away. I understand my actions were wrong and I am very sorry for the worry I caused.

### **Example 2:**

Hi Dad,

I'm really sorry I ran away and scared you. I miss you and hope we can talk soon.

Friday 16<sup>th</sup> January 2026

TBAT: write the opening to an informal letter.

**We will now begin a shared write to add:**

- An informal sentence structure
- Politeness and emotion
- Further detail

**For example:**

To dad,

Dear father,

**For example:**

I'm really sorry for leaving without telling you...

I know I have upset you...

Please don't be upset, but...

I feel awful for leaving...

Friday 16<sup>th</sup> January 2026

TBAT: write the opening to an informal letter.

**For example:**

I want to tell you why I ran away so you understand me better.

I feel bad for leaving home suddenly and hope I can explain my reasons.

I didn't mean to worry you, and I hope this letter helps you understand my reasons for leaving.

I'm really sorry I left. I want to explain what I was feeling so you can understand why I ran away.

Creators  
TTRS

