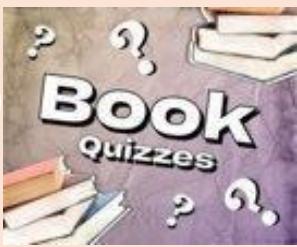


Friday 9th January 2026

09.01.26

Morning challenge

Good Morning



**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

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

Number of Questions: **40**

Testing: **2x, 5x, 10x**

$10 \times 8 =$ _____	$10 \times 9 =$ _____	$10 \times 11 =$ _____
$7 \times 10 =$ _____	$8 \times 2 =$ _____	$10 \times 5 =$ _____
$10 \times 10 =$ _____	$8 \times 5 =$ _____	$5 \times 4 =$ _____
$5 \times 6 =$ _____	$4 \times 5 =$ _____	$2 \times 8 =$ _____
$3 \times 10 =$ _____	$9 \times 2 =$ _____	$2 \times 7 =$ _____
$2 \times 11 =$ _____	$6 \times 5 =$ _____	$4 \times 2 =$ _____
$8 \times 10 =$ _____	$10 \times 6 =$ _____	$6 \times 10 =$ _____
$1 \times 5 =$ _____	$10 \times 2 =$ _____	$5 \times 9 =$ _____
$12 \times 5 =$ _____	$10 \times 1 =$ _____	$12 \times 2 =$ _____
$5 \times 12 =$ _____	$2 \times 5 =$ _____	$11 \times 2 =$ _____
$5 \times 2 =$ _____	$9 \times 5 =$ _____	$5 \times 5 =$ _____
$5 \times 10 =$ _____	$3 \times 2 =$ _____	$10 \times 5 =$ _____
$6 \times 2 =$ _____	$3 \times 5 =$ _____	$2 \times 10 =$ _____
$10 \times 2 =$ _____		

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?

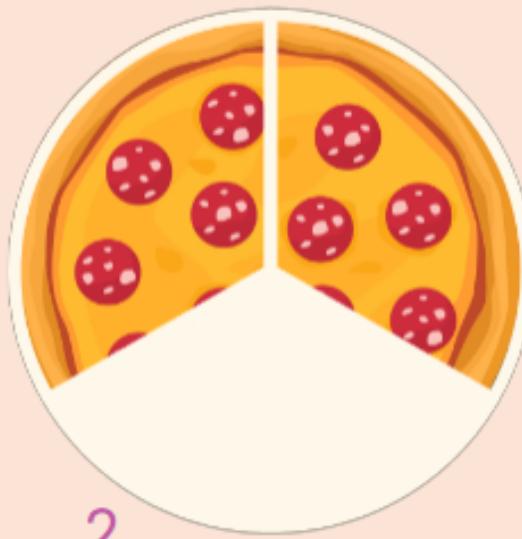
16.01.26

TBAT: add and subtract fractions with the same denominator.

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



1 pizza



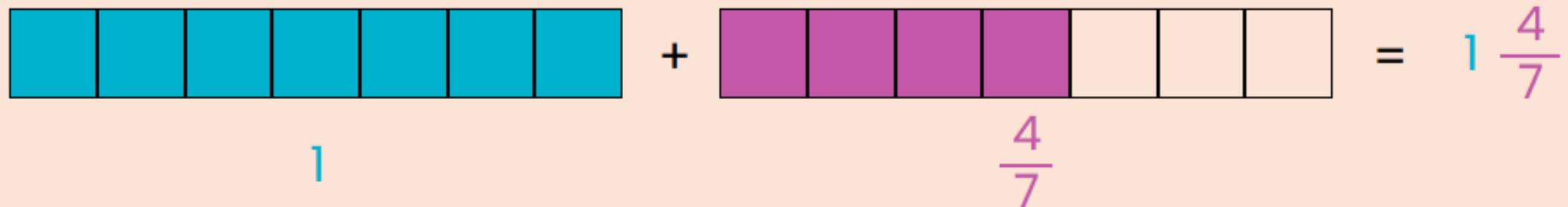
$1 \frac{2}{3}$

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

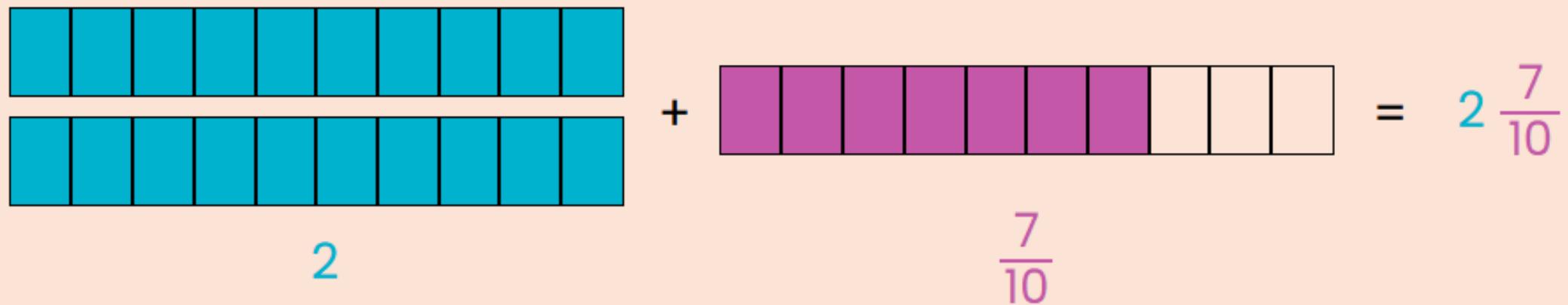
16.01.26

TBAT: add and subtract fractions with the same denominator.

Let's begin by adding whole numbers and fractions.



A visual representation of the addition  $1 + \frac{4}{7}$ . It shows a blue bar divided into 7 equal segments, with the first segment shaded. This is followed by a plus sign, a purple bar divided into 7 equal segments with the first 4 segments shaded, and an equals sign. To the right of the equals sign is the mixed number  $1 \frac{4}{7}$ .



A visual representation of the addition  $2 + \frac{7}{10}$ . It shows two blue bars, each divided into 10 equal segments, with the first bar having all 10 segments shaded. This is followed by a plus sign, a purple bar divided into 10 equal segments with the first 7 segments shaded, and an equals sign. To the right of the equals sign is the mixed number  $2 \frac{7}{10}$ .

16.01.26

TBAT: add and subtract fractions with the same denominator.

**Turn and talk**

How would you solve the following question?

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



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

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

16.01.26

TBAT: add and subtract fractions with the same denominator.

Whiteboard work

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

16.01.26

TBAT: add and subtract fractions with the same denominator.

Whiteboard work

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

16.01.26

TBAT: add and subtract fractions with the same denominator.

$$\frac{7}{\boxed{\phantom{00}}} + \frac{9}{12} = \frac{\boxed{\phantom{00}}}{12} + \frac{5}{12} = \frac{\boxed{\phantom{00}}}{12}$$

$$\frac{11}{8} + \frac{12}{\boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{8} + \frac{5}{8} = \frac{\boxed{\phantom{00}}}{8}$$

Challenge

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

A.  $\frac{7}{6} + \frac{9}{6} + \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$

B.  $\frac{\boxed{\phantom{00}}}{6} + \frac{\boxed{\phantom{00}}}{6} + \frac{\boxed{\phantom{00}}}{6}$

11

9

14

6

4

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

## Independent

a)  $\frac{5}{8} + \frac{4}{8} = \boxed{\phantom{00}}$

b)  $\frac{2}{3} + \frac{2}{3} = \boxed{\phantom{00}}$

c)  $\frac{18}{4} + \frac{3}{4} = \boxed{\phantom{00}}$

d)  $\frac{9}{5} + \frac{3}{5} = \boxed{\phantom{00}}$

e)  $\frac{18}{7} - \frac{10}{7} = \boxed{\phantom{00}}$

f)  $\frac{13}{9} - \frac{11}{9} = \boxed{\phantom{00}}$

g)  $\frac{15}{4} - \frac{12}{4} = \boxed{\phantom{00}}$

h)  $\frac{8}{3} - \frac{1}{3} = \boxed{\phantom{00}}$

i)  $\frac{3}{7} + \frac{5}{7} + \frac{4}{7} = \boxed{\phantom{00}}$

j)  $\frac{13}{4} + \frac{5}{4} + \frac{7}{4} = \boxed{\phantom{00}}$

k)  $\frac{11}{5} + \frac{6}{5} - \frac{2}{5} = \boxed{\phantom{00}}$

l)  $\frac{8}{4} + \frac{3}{4} - \frac{5}{4} = \boxed{\phantom{00}}$

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

$$\frac{5}{12} + \frac{\boxed{6}}{12} = \frac{11}{12}$$

B

$$\frac{\boxed{11}}{5} - \frac{4}{5} = \frac{3}{5}$$

## 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.



Rose

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

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

