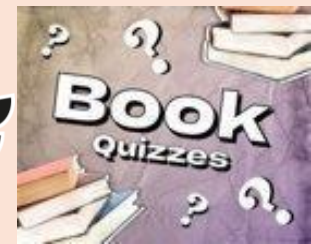


Morning Challenge

[illegible]

Tuesday 20th January 2026
20.01.25

Spelling re-visit: whiteboards

inform

ador

sens

prepa

educ

locati

exagg

conce

imag

organ

Tuesday 20th January 2026

Word work

What is a comma?

A comma looks like this:

,

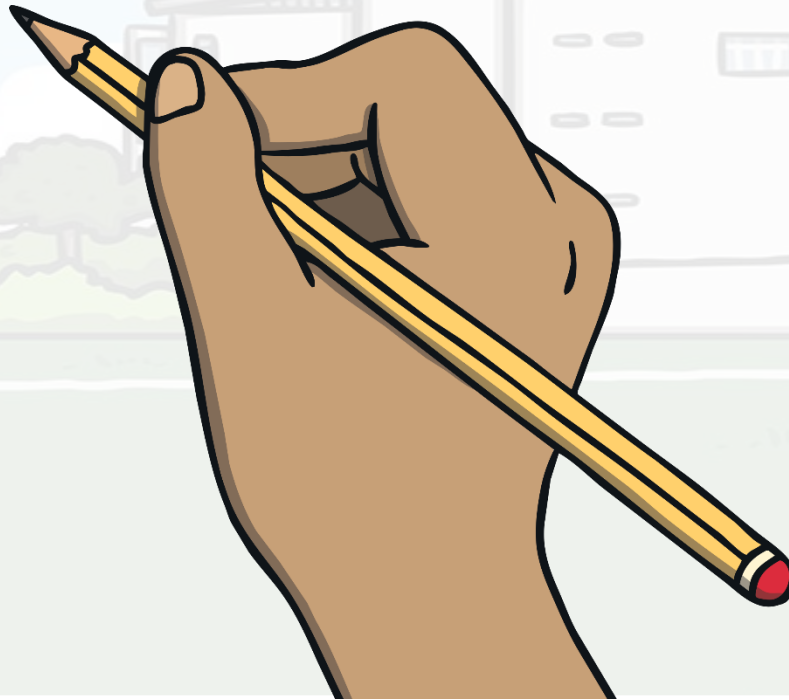
It is a type of punctuation mark that tells us to take a short pause when we are reading.

The pause is not as long as with a full stop.

Using Commas

A comma can be used to change the meaning of a sentence or to separate items in a list.

Today we will look at how commas are used to separate items in a list.



Commas in Lists

Look at this sentence:

The fruit bowl has oranges and bananas and pears and kiwis and apples in it.



What is wrong with using 'and' between each item in the list?

Taking out 'and'

Let's take our fruit bowl sentence and remove 'and'. Has this improved it?

The fruit bowl has oranges and ~~bananas~~ and ~~pears~~ and ~~kiwis~~ and ~~apples~~ in it.



The fruit bowl has oranges bananas pears kiwis apples in it.

We do need one 'and' in the sentence. Where should it go?

Using one 'and'

We need to put an 'and' between the last two items in our list:

The fruit bowl has oranges bananas pears kiwis apples in it.



The fruit bowl has oranges bananas pears kiwis and apples in it.

Using Commas

We have now improved our sentence by only using one 'and'. Now we need to separate the other items in our list to avoid confusion. This is where commas come in handy!

The fruit bowl has oranges, bananas, pears, kiwis and apples in it.

A comma is put between each item in the list, but the last two items always have 'and' between them and no comma.

Tuesday 20th January 2026

Word work

Task

Punctuate these sentences correctly:

- 1) In our circuit we used a battery a bulb wires and a switch
- 2)The scientist checked the battery the bulb the wires and the switch
- 3)At school we learned about plants animals habitats and food chains
- 4)You will need scissors glue paper and crayons for this activity
- 5)The playground has swings slides climbing frames and benches

20.01.26

Times tables

9 Times tables

The teacher will call out answers from the 9 times table.

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

For example, if the teacher says 63, you will write $7 \times 9 = 63$

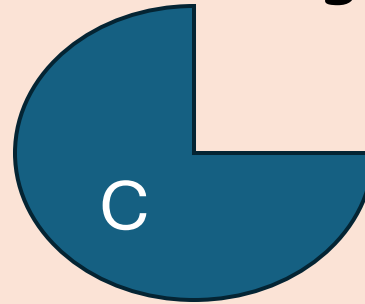
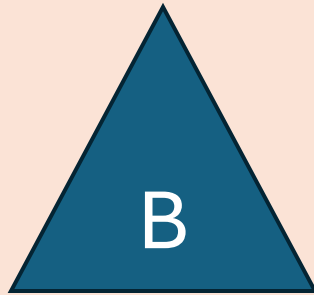
20.01.26

TBAT: recognise and draw lines of symmetry in 2D shapes.

3 in 3

1. $\frac{3}{7}$ of 49 =

2. Which of these shapes has an acute angle?



3. $768 - 382 =$

Challenge

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

20.01.26

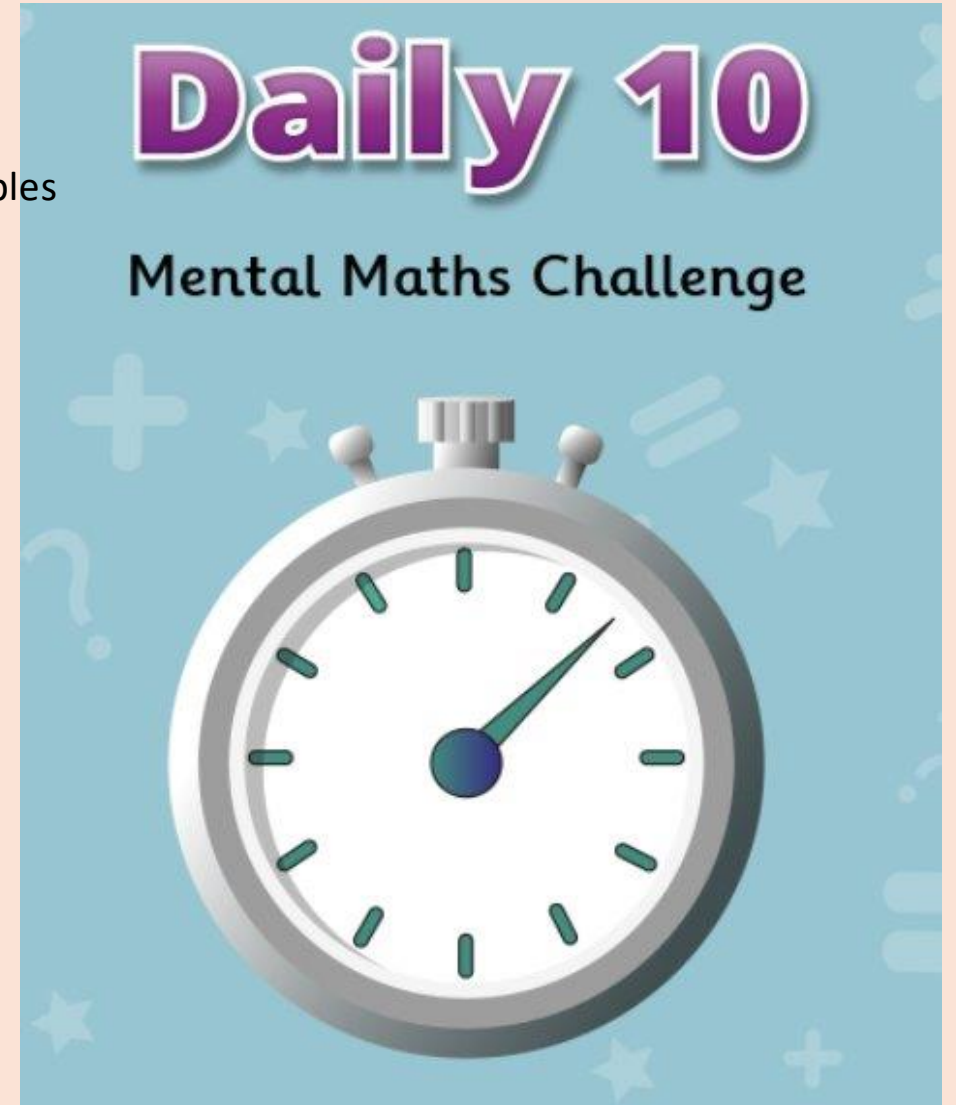
TBAT: recognise and draw lines of symmetry in 2D shapes.

Key vocabulary

- **symmetry**
- **symmetrical**
- **2D (dimentional)**
- **vertical**
- **horizontal**

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

Level 4- 9 times tables



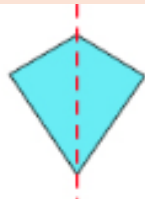
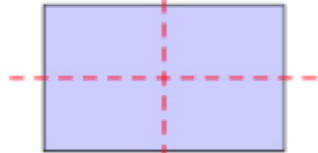

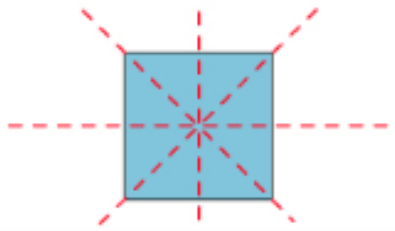

20.01.26

TBAT: recognise and draw lines of symmetry in 2D shapes.

Turn and talk

What is a line of symmetry?

A line of symmetry is an imaginary line that divides a shape into two **identical halves**, where one half is a perfect mirror image of the other. Some shapes have more than one line of symmetry.

1 Line of Symmetry	
2 Lines of Symmetry	
3 Lines of Symmetry	
4 Lines of Symmetry	
5 Lines of Symmetry	

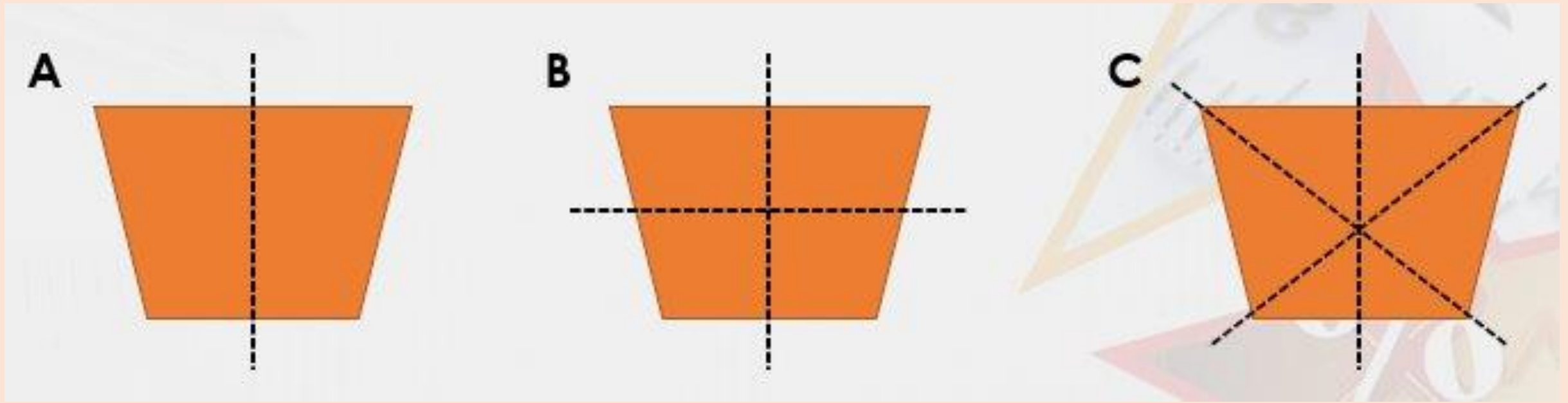
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TBAT: recognise and draw lines of symmetry in 2D shapes.

A line of symmetry is an imaginary line that divides a shape into two **identical halves**, where one half is a perfect mirror image of the other.

Talk partners

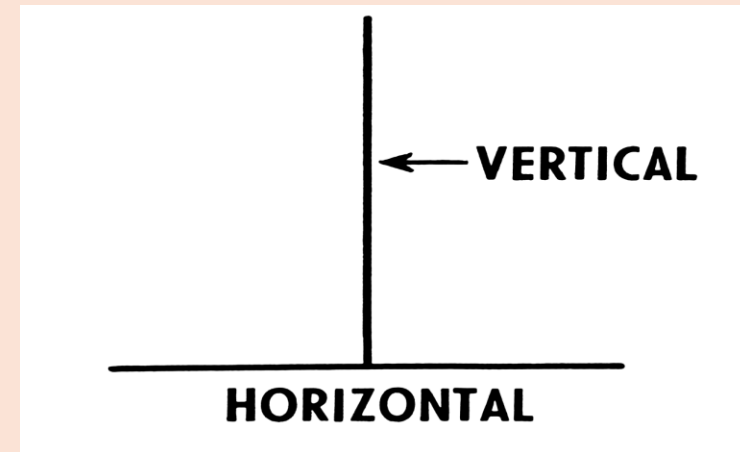
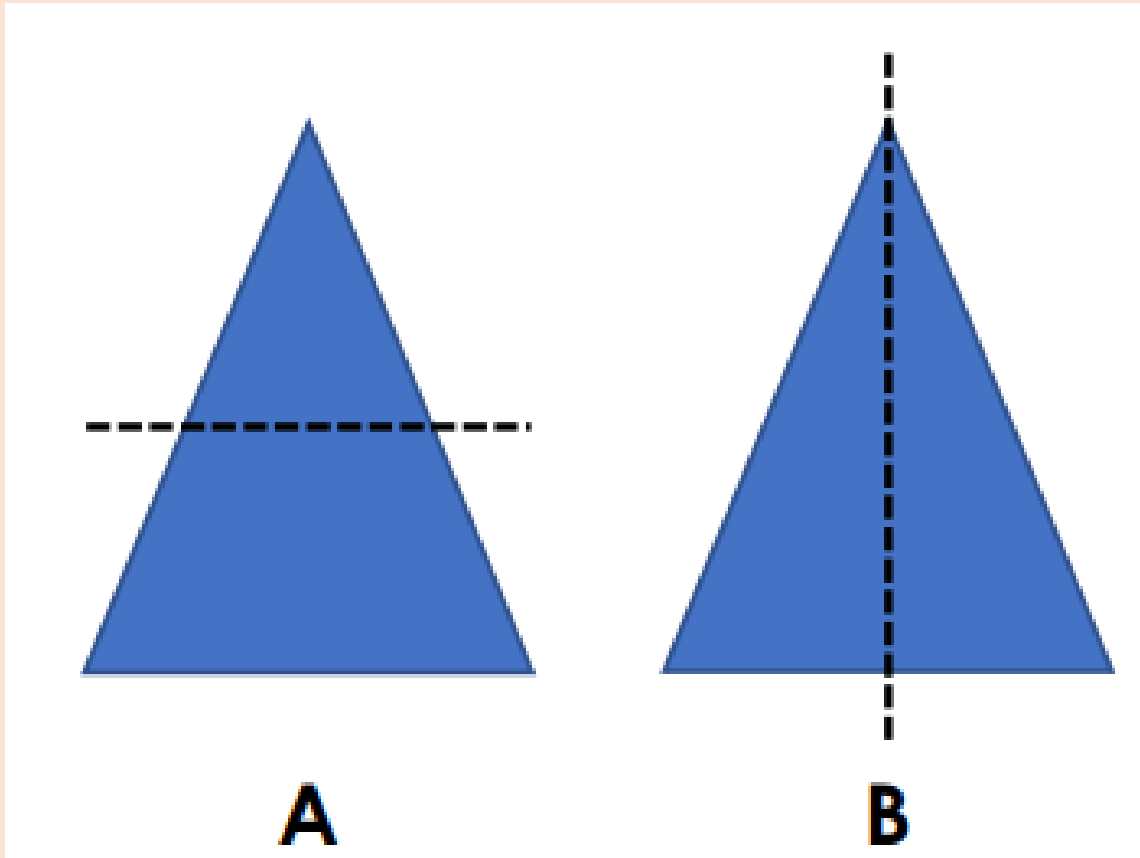
Which of these shapes has the correct lines of symmetry?



20.01.26

TBAT: recognise and draw lines of symmetry in 2D shapes.

Which of these lines of symmetry has been correctly drawn?

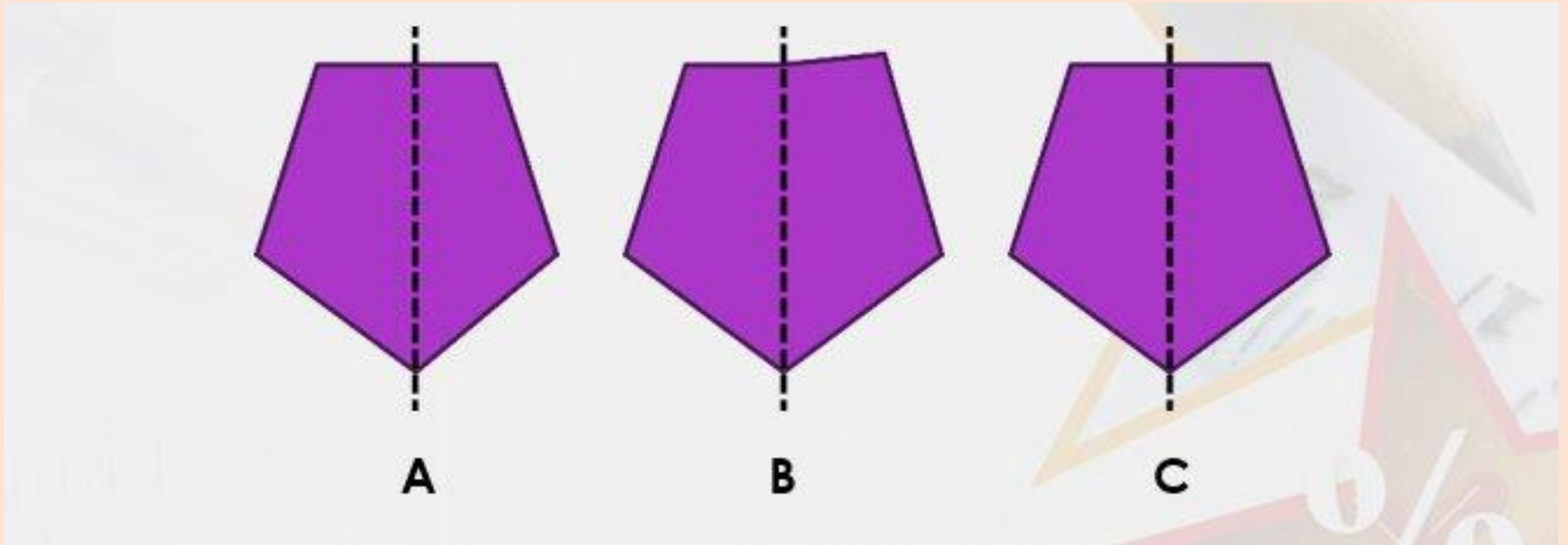


20.01.26

TBAT: recognise and draw lines of symmetry in 2D shapes.

Talk partners

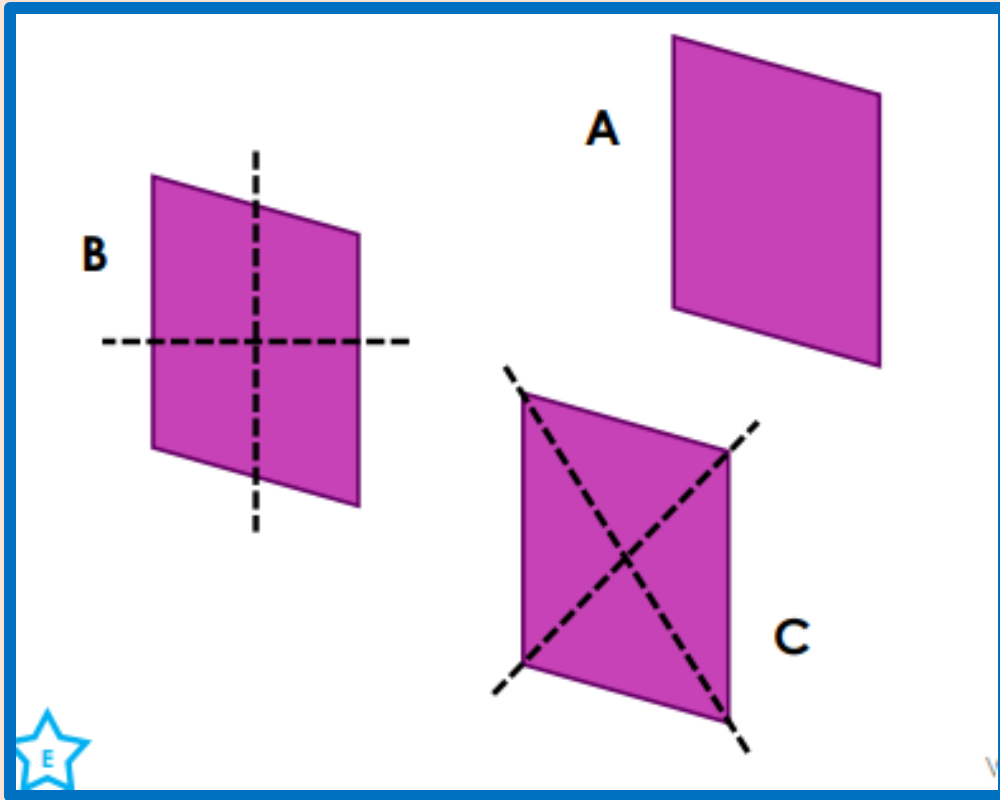
Which of these reflections that have been drawn are not symmetrical? Explain your answer.



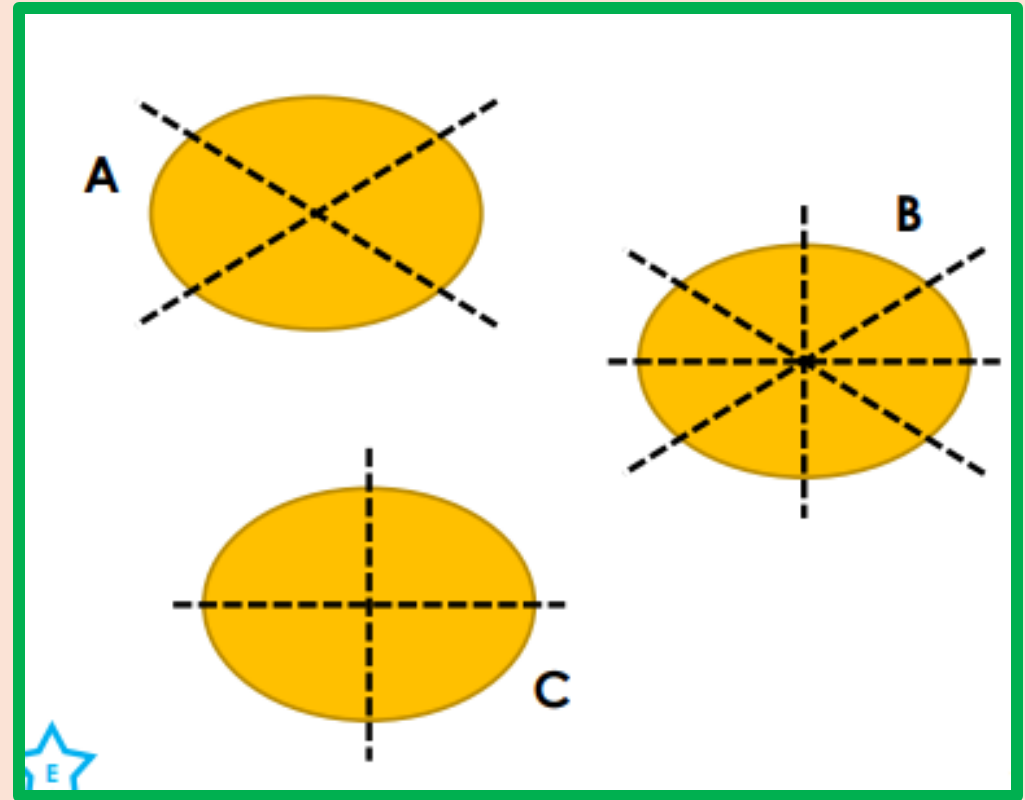
20.01.26

TBAT: recognise and draw lines of symmetry in 2D shapes.

Which labelled shape shows the correct lines of symmetry?



Blue



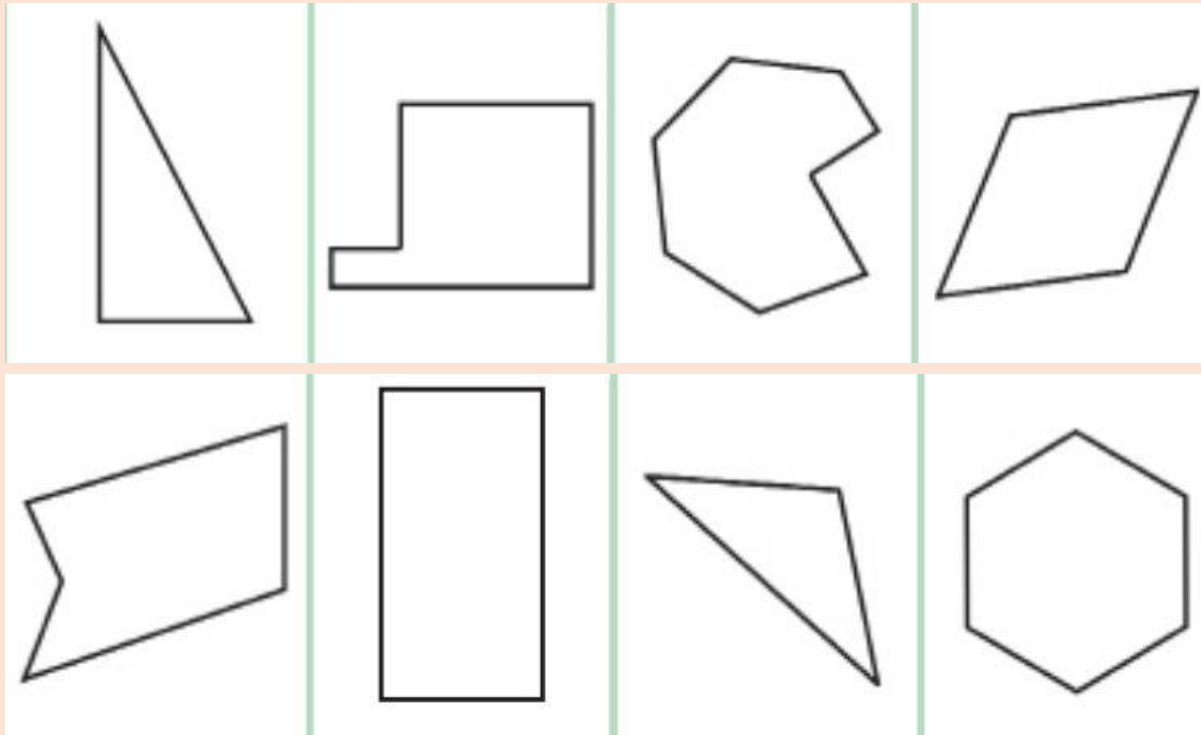
Green

20.01.26

TBAT: recognise and draw lines of symmetry in 2D shapes.

Using a ruler, draw the lines of symmetry in the correct place of the 2D shape.
Not all of the shapes will have a line of symmetry!

Independent



RP

5. Casey is looking at the digital clock numbers.

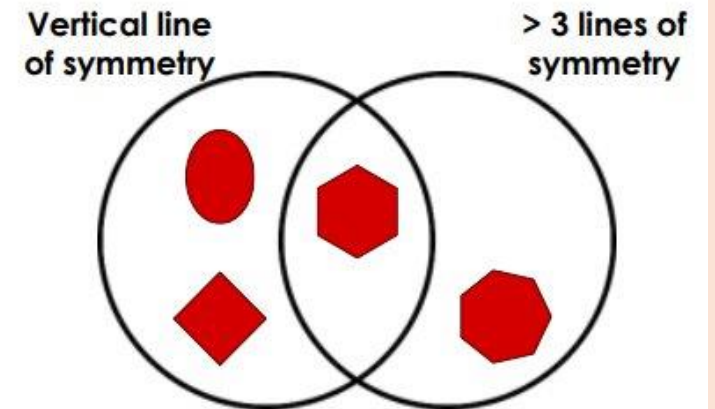


She thinks number 1 is the odd one out because it doesn't have a horizontal line of symmetry.

Is she correct? Prove it.

Challenge

4a. Pauline has filled in this Venn diagram with shapes.



Find and explain her mistake.

20.01.26

TBAT: recognise and draw lines of symmetry in 2D shapes.

Mastery challenge

4. Letti and her friends have written their names in capital letters.



KAI



LETTI



MELODY



BEN

She selects the name that has an even number of vertical lines and an odd number of horizontal lines. Investigate the name she could choose.

Greater Depth mastery

2D shapes with straight edges always have the same number of sides as lines of symmetry. Is this statement correct? Explain and prove your answer.

Tuesday 20th January 2026

Remember the comma!

TBAT: use fronted adverbials.

3 in 3

1. Write out and underline the fronted adverbial in this sentence:

After school, we tested the circuit.

2. Add a fronted adverbial to this sentence:

Lila's eyes lit up.

3. Change this sentence by adding a fronted adverbial at the beginning:

The children worked carefully on the experiment.

CHALLENGE:

Rewrite this sentence by adding a fronted adverbial:

Lila climbed the mountain to find the firework-maker.

Tuesday 20th January 2026

TBAT: use fronted adverbials.

3 in 3

Blue- Why do we need a comma after a fronted adverbial?

Green- Why do we use fronted adverbials?

Reminder- 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.

We will use a range of fronted adverbials in our letters to provide Lalchand with more information.

- **Time** – tells us when something happens
Example: After much thought, Lila left home.
- **Frequency** – tells us how often something happens
Example: Every day, she practised her firework skills.
- **Place** – tells us where something happens
Example: On the mountain path, Lila felt afraid.
- **Manner** – tells us how something is done
Example: With great bravery, Lila faced the lion.
- **Degree of possibility** – tells us how certain or unsure something is
Example: Perhaps, the pirates would let her go.

**Marbles/Dojo's for
anyone who is able to use
commas in a list in one of
their sentences!**

The first sentence you will write will include a **time adverbial**.

Choose one from the list or think of your own!

You will write the adverbial, and then finish the sentence. Remember: **YOU ARE NOW LILA!**

For example:

After thinking for a long time, I have decided to leave home and search for the Royal Sulphur.

Time adverbial examples

- **Early this morning,**
- **Last night,**
- **Before sunrise,**
- **After thinking for a long time,**
- **After a while,**
- **Moments later,**
- **As the sun rose,**
- **After deciding what to do,**
- **After careful thought,**
- **Once I had made up my mind,**

The second sentence you will write will include a **frequency adverbial**.

Choose one from the list or think of your own!

For example:

Again and again, I was told I could not be a firework-maker.

Frequency adverbial
examples

- **Every day,**
- **Often,**
- **So many times,**
- **Again and again,**
- **Most nights,**
- **Usually,**
- **For a long time,**
- **At times,**

The second sentence you will write will include a **place adverbial**.

Choose one from the list or think of your own!

For example:

Far from home, I am thinking of you and hoping you will understand why I had to leave.

Place adverbial examples

- **At the edge of the village,**
- **On the mountain path,**
- **Far from home,**
- **Beyond the forest,**
- **By the riverbank,**
- **Along the dusty road,**
- **Outside our home,**

The second sentence you will write will include a **manner adverbial**.

Choose one from the list or think of your own!

For example:

With determination, I set off on my journey to prove I can be a firework-maker.

Manner adverbial examples

- **With great courage,**
- **Carefully,**
- **Bravely,**
- **Quietly,**
- **Hastily,**
- **With determination,**
- **Nervously,**

The second sentence you will write will include a degree of possibility adverbial.

Choose one from the list or think of your own!

For example:

Undoubtedly, this journey will teach me everything I need to become a true firework-maker.

Degree of possibility
adverbial examples

- **Undoubtedly,**
- **Almost certainly,**
- **Without a doubt,**
- **Clearly,**
- **Surely,**

Tuesday 20th January 2026

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

Around the World – Lesson 2 – Pentatonic

Vocabulary

- pentatonic
- rhythm
- accompaniment
- melody
- improvisation
- musical
- elements

Blue – What does the word pentatonic mean?

Green – What does the word accompany mean?

Tuesday 20th January 2026

TBAT: learn and create dance moves in the theme of carnival.

Dance –Lesson 4 - Carnival

Watch carnival parade video
Watch carnival steps video



Tuesday 20th January 2026

TBAT: learn and create dance moves in the theme of carnival.

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.

Tuesday 20th January 2026

TBAT: devise my own process criteria to make drawings.

Sol LeWitt
1928–2007

Blue: How
does this
piece of art
make you
feel?

Green: What
do you think
inspired the
artist to create
this?



Sol LeWitt

1928–2007

Solomon “Sol” LeWitt (1928–2007) was an American artist who became famous for his creative and unusual ideas. He helped start important art styles like conceptual art (art based on ideas) and minimalism (art that uses simple shapes and lines).

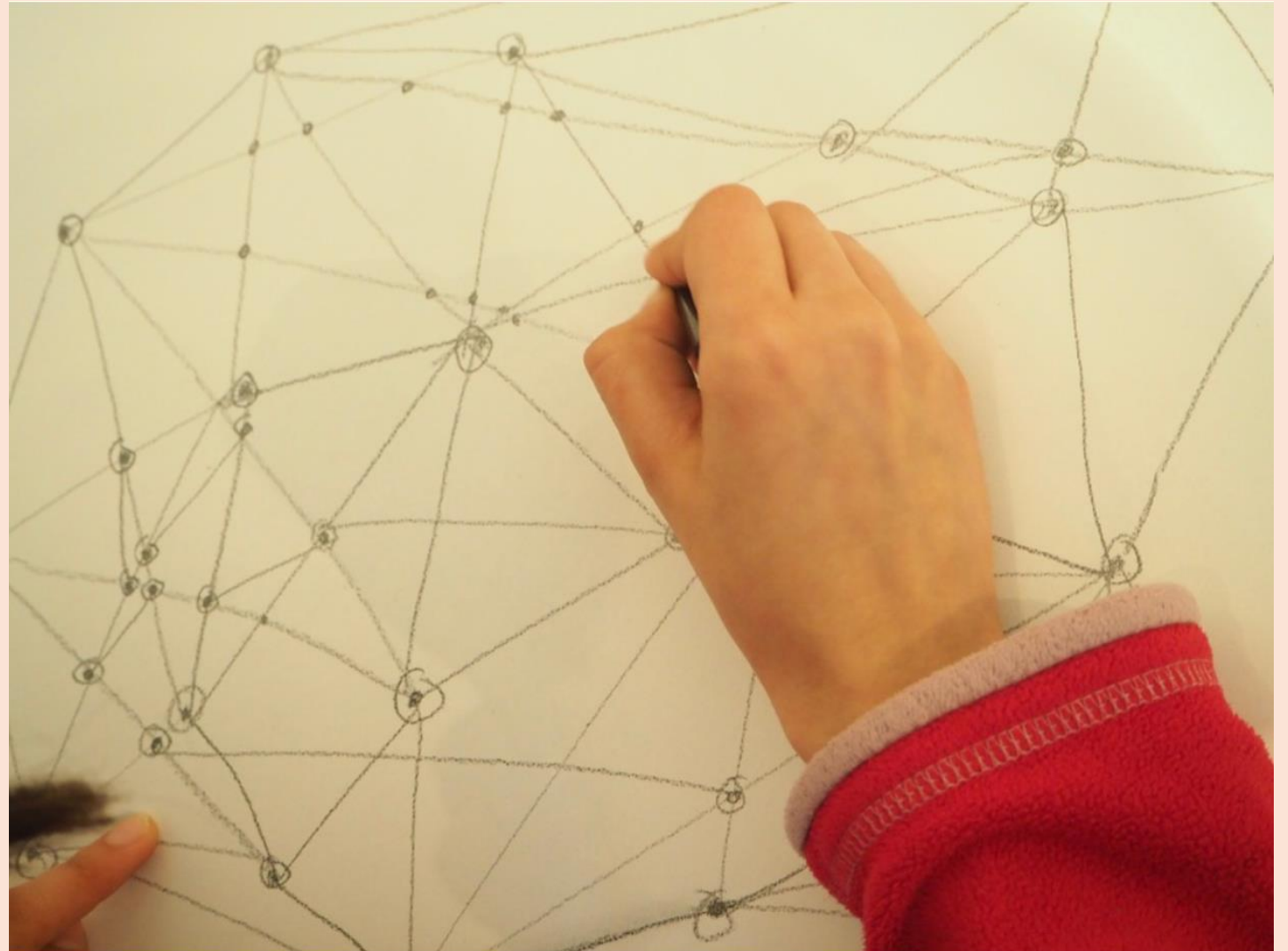
Sol LeWitt became well known in the 1960s for his **wall drawings** and **structures** (his word for sculptures). He made art in lots of different ways, including:

- Drawing
- Printmaking
- Photography
- Painting



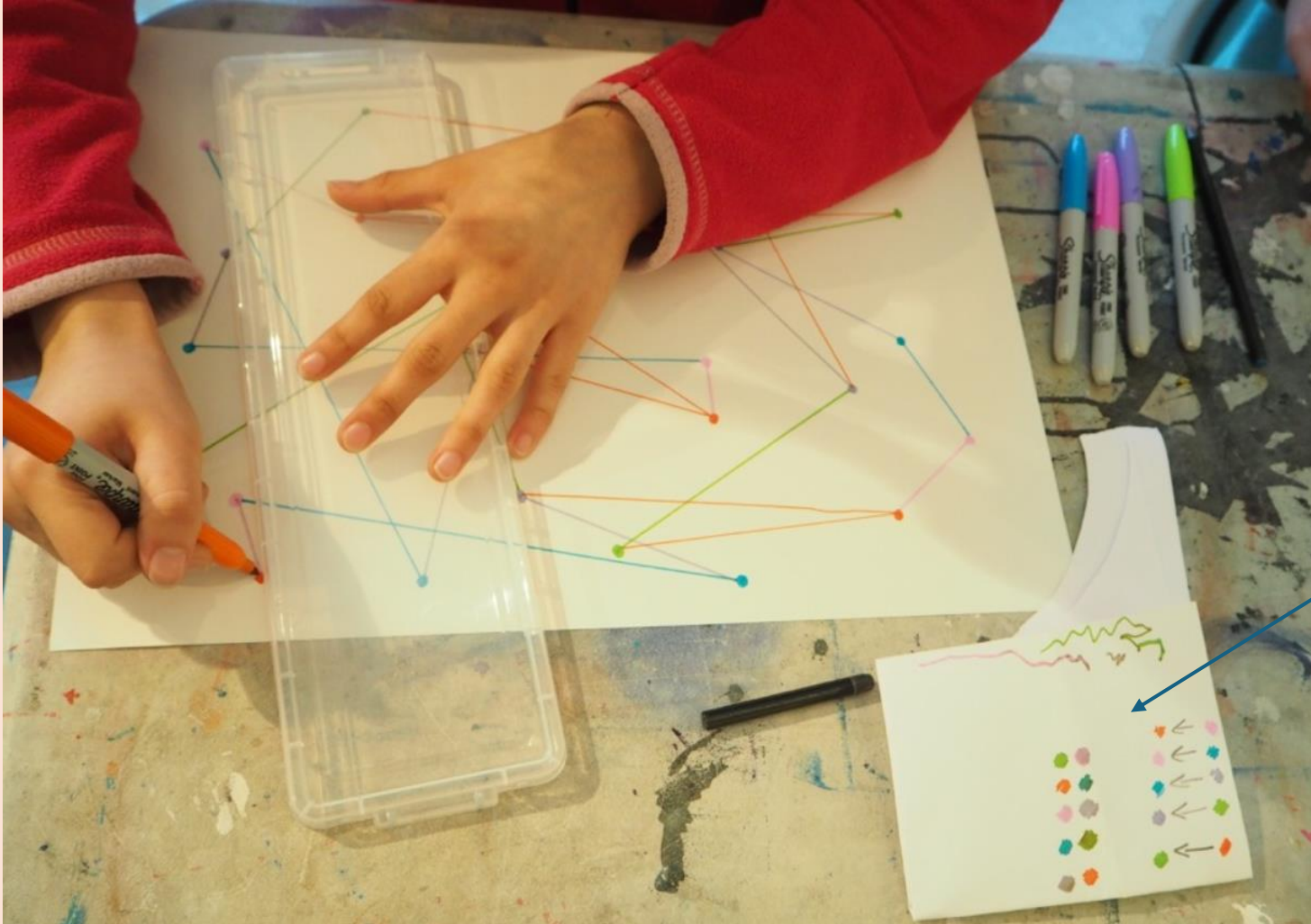
Sol LeWitt wrote simple instructions and rules that other people could follow to make his Wall Drawings.

For example, the instructions for Wall Drawing #118 say to make lots of dots in random places and then join them with straight lines.



Sol Lewitt's Wall Drawing #118

Here is a piece of art inspired by the Wall Drawing #118



Here is the set of rules, stating which lines will connect.

For example.

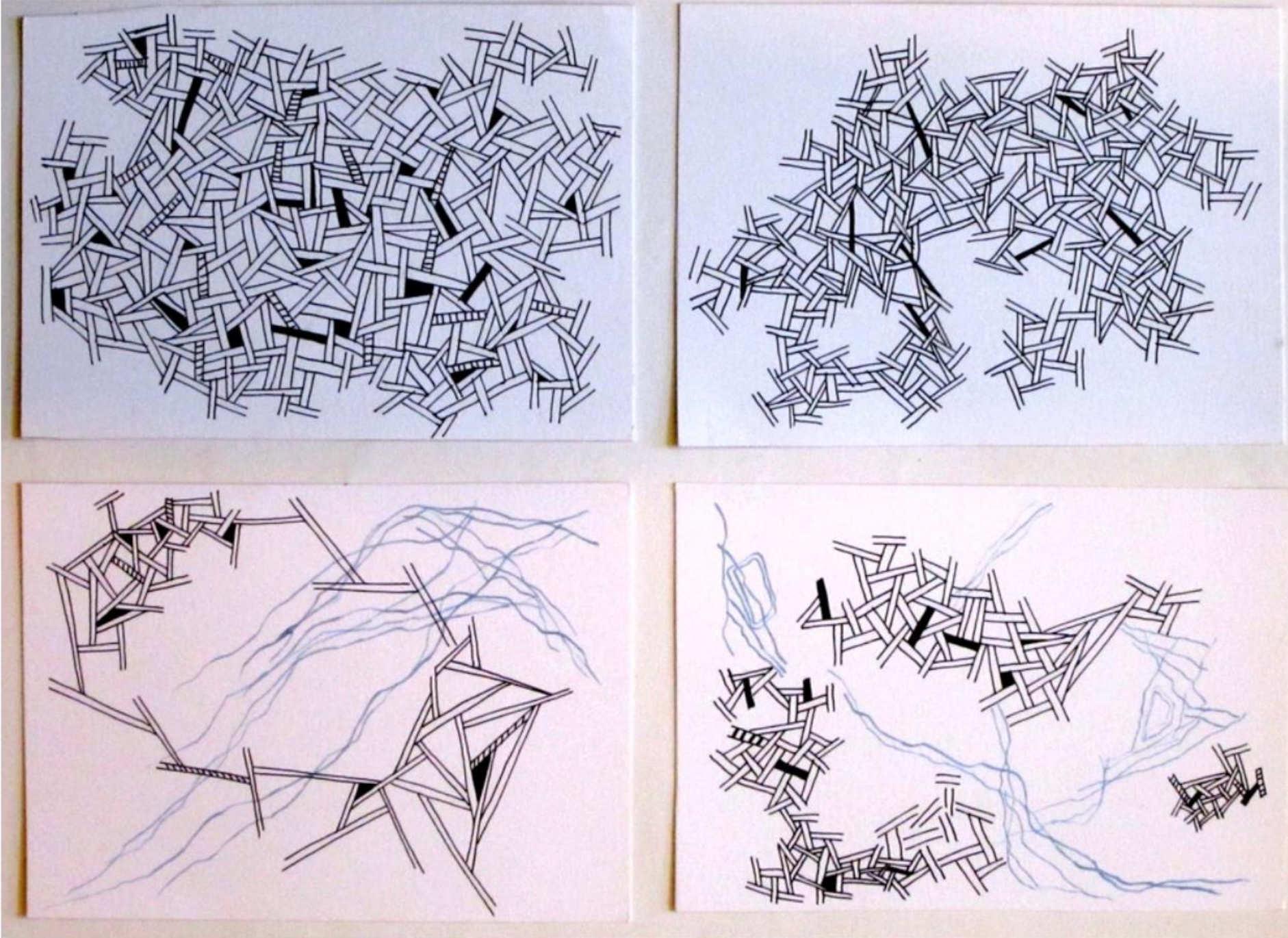
Pink -> orange

Orange -> green

These rules must then be followed throughout the whole piece.

Here is another piece of work.

B/G: What do you think the instructions or rules may have been for this piece?



Exploring a set of rules in a related series of works

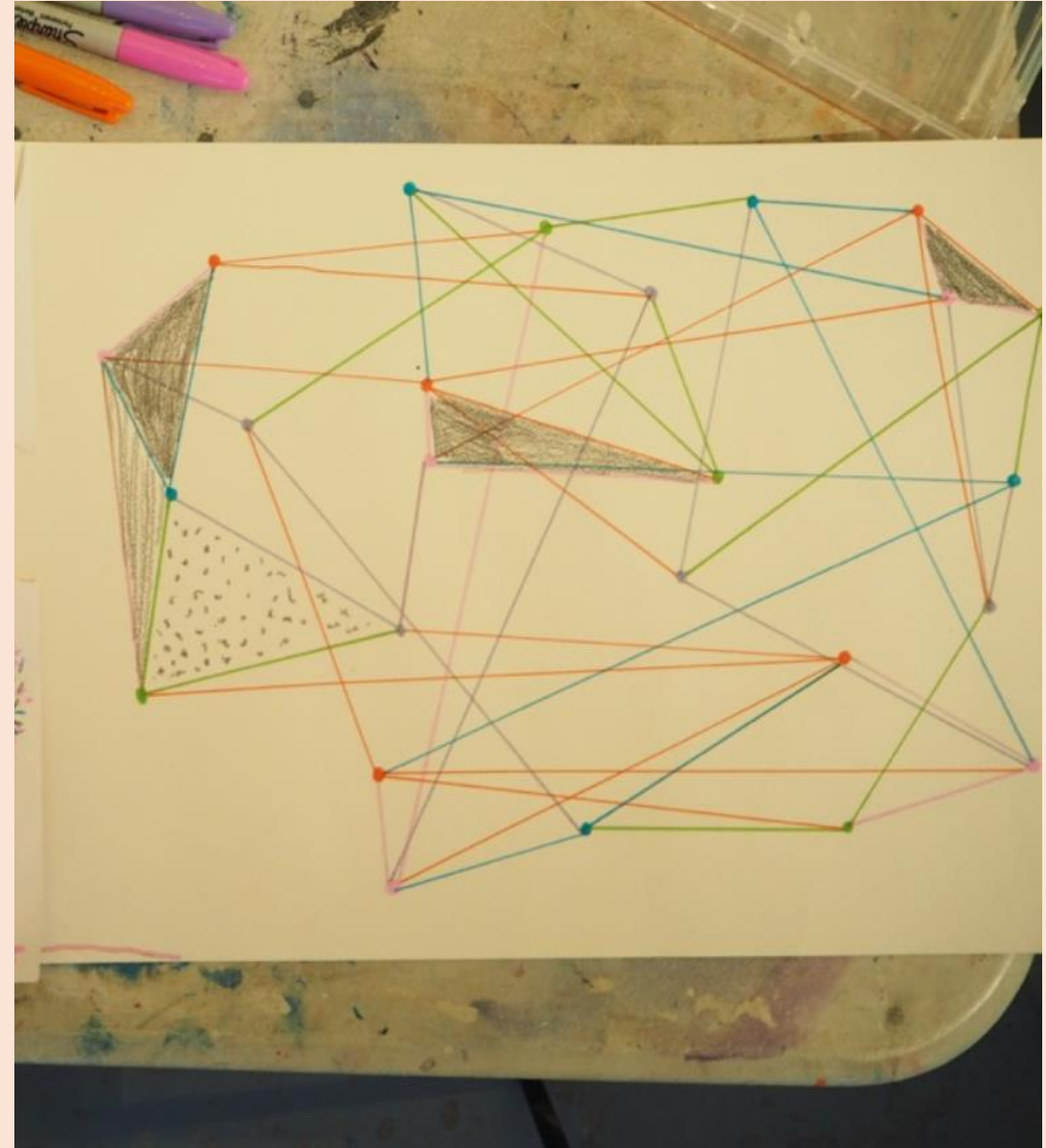
Sometimes, while you're making art, you might want to change a rule or make a new one. This can happen if you feel bored, stuck, curious, or if a new idea just feels exciting.

These moments happen to every artist. There are no right or wrong answers. What matters is how you choose to move forward. You could:

- Make two drawings and try both ideas
- Do something completely different
- Add a new colour and see how it changes your work

Art is about exploring, experimenting, and discovering what works for you.

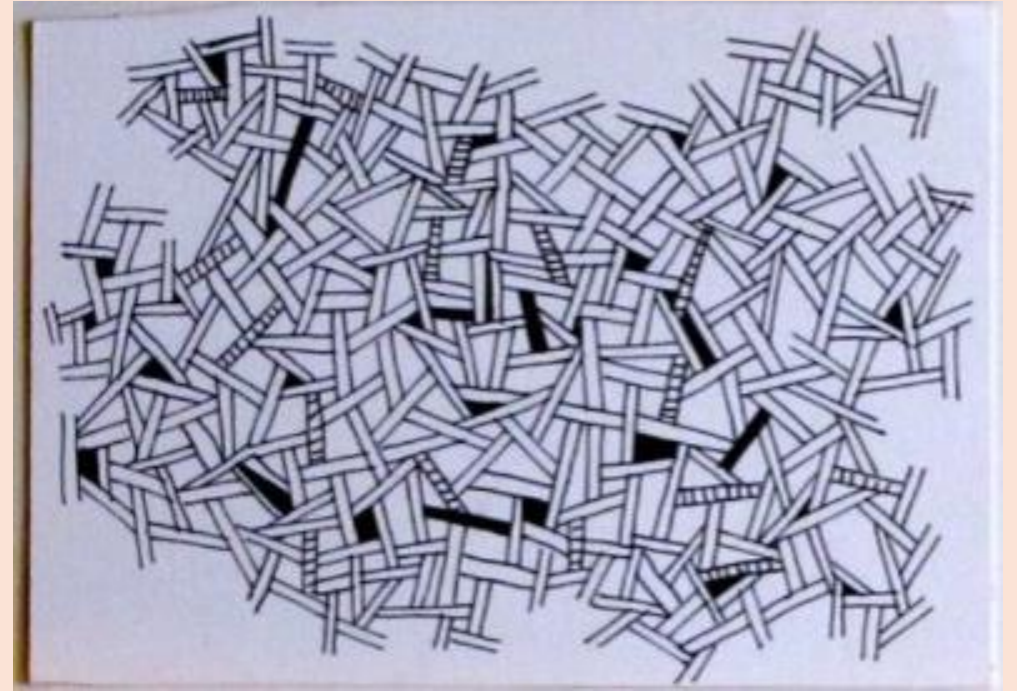
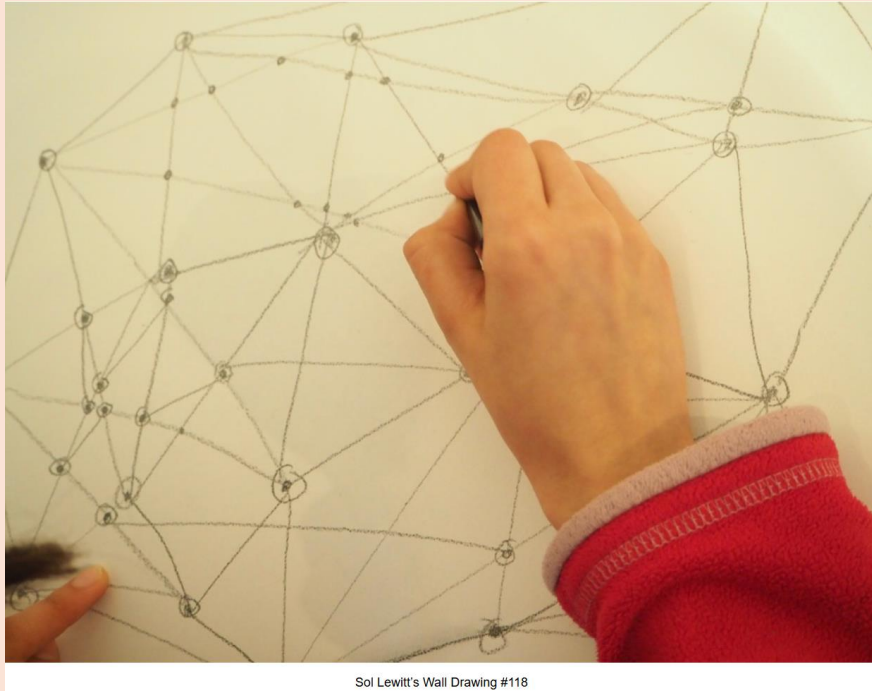
Example of changed rules:



An evolving set of rules

Task: You are going to re-create a piece of Sol's Art work, using your own instructions and rules.

Choose one to use as inspiration.



You will need to neatly write your rules/instructions in your sketch books. You will then follow these and adapt where necessary.

Equipment to use:

Colouring pencils

Colouring pens

Charcoal????