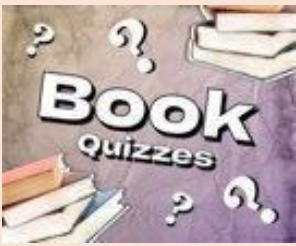


Wednesday 21st January 2026

21.01.26

Morning Challenge



Answer these calculations in your book.

1.  $7426 - 2897 =$

2.  $84 \div 100 =$

3.  $368 \times 4 =$

4.  $5/12 + 4/12 =$

5.  $4698 + 2574 =$

6. Share 144 by 12

7. 30, \_\_\_\_, 90, \_\_\_\_, \_\_\_\_, \_\_\_\_, 210.

8. 600, 550, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.

9.  $5/8$  of 32

10. Half of 746

Wednesday 21st January 2026

Word work

**The Word Wizard has scrambled your spellings!**

Some letters have magically disappeared from your words. Can you figure out which letters are missing and restore each word?

1. Informa\_ ion
2. Sensat\_ o\_
3. Loc\_ ti\_ n
4. Imag\_ natio\_
5. Org\_ nis\_ tion
6. Educa\_ \_ \_ \_
7. Conc\_ ntrati\_ n



information

organisation

# Times tables

21.01.26

## Loop cards – multiplication and division

One of you will start with '**Who has** \_\_\_\_\_'.

With your partner, look at your card to see if you have the answer.

You call out '**I have** \_\_\_\_\_' and the game continues.

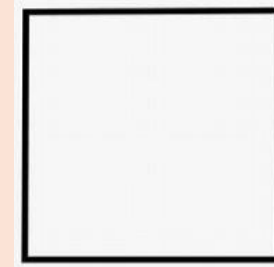
Make sure you turn your card over once you have used it.

I have...  27	Who has...?  seven multiplied by nine
I have...  63	Who has...?  $9 \div 9$

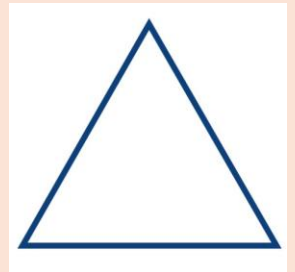
21.01.26

TBAT: draw symmetrical shapes.

3 in 3



1. How many sets of parallel lines does a square have?



2. How many acute angles are there in an equilateral triangle?

3.  $429 \div 3 =$

**Challenge**

**My shape has 6 lines of symmetry and 6 obtuse angles. What is my shape?**

21.01.26

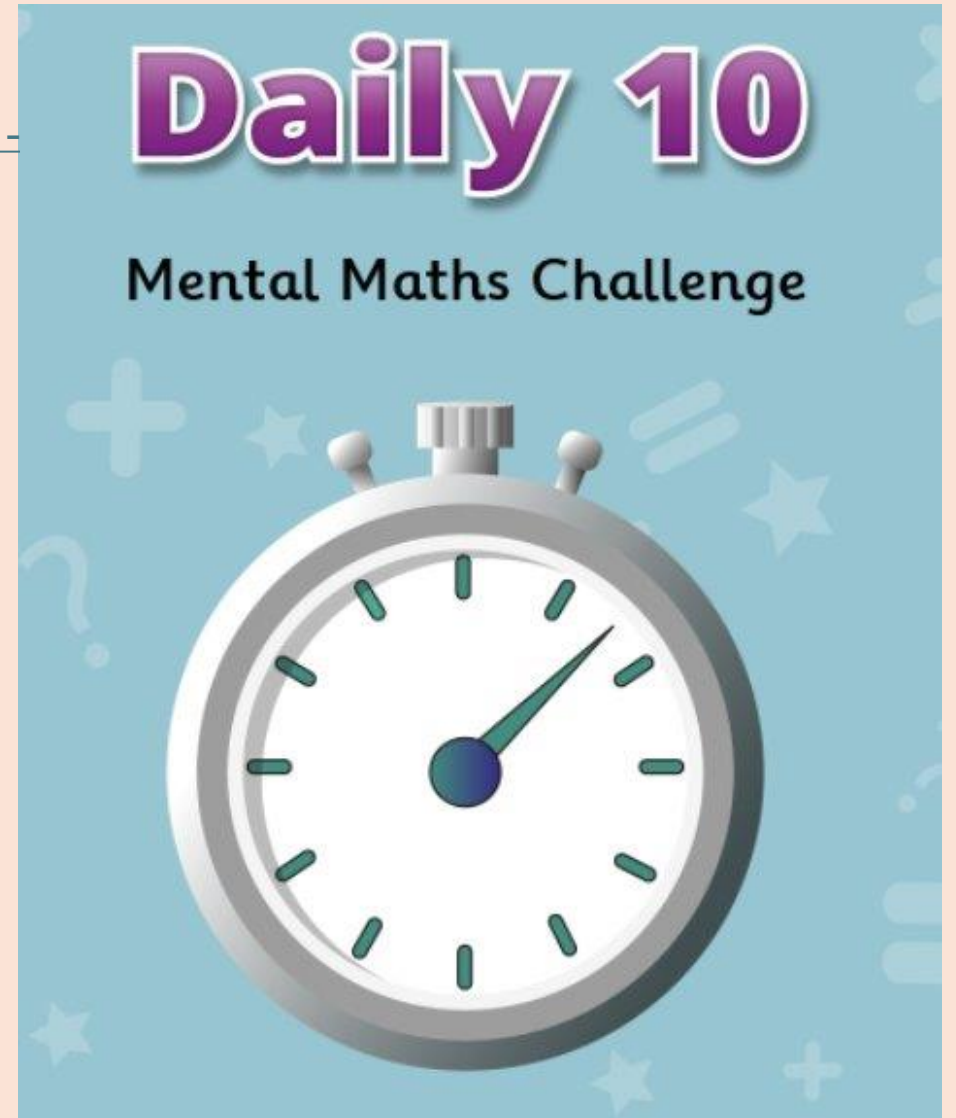
TBAT: draw symmetrical shapes.

## Key Vocabulary

- Symmetry
- Symmetrical
- 2d shapes

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

Level 4- 9 times  
tables



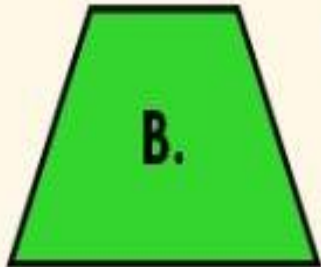
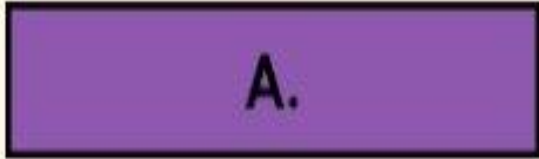
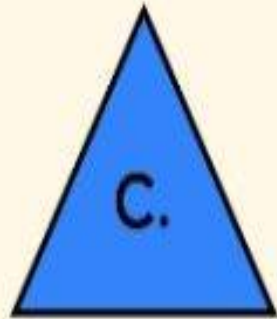
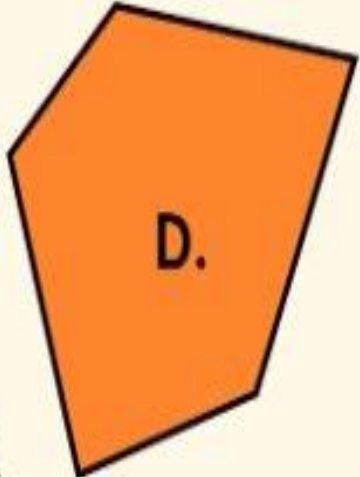

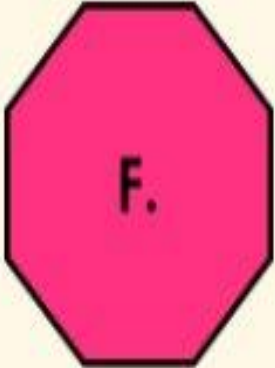
21.01.26

TBAT: draw symmetrical shapes.

Talk partners

Sort the shapes into the correct column on the table below.

The shapes in the correct place are:

1 or 0 lines of symmetry	2 lines of symmetry	3 or more lines of symmetry
 B.	 A.	 C.
 D.	 E.	 F.

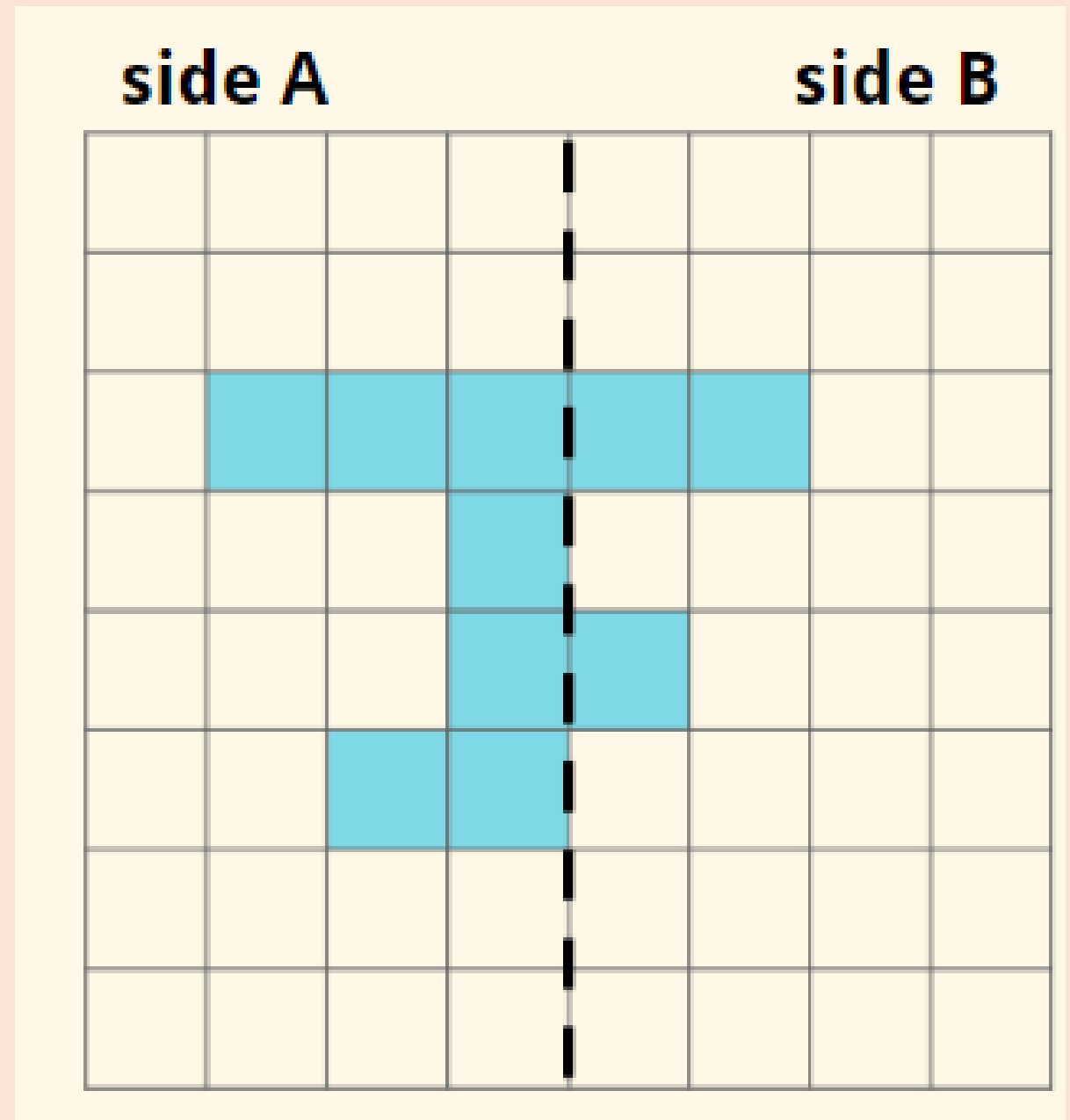
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TBAT: draw symmetrical shapes.

Last lesson we looked at lines of symmetry in shapes.

## Turn and talk

How could we complete side B so that there is a line of symmetry?



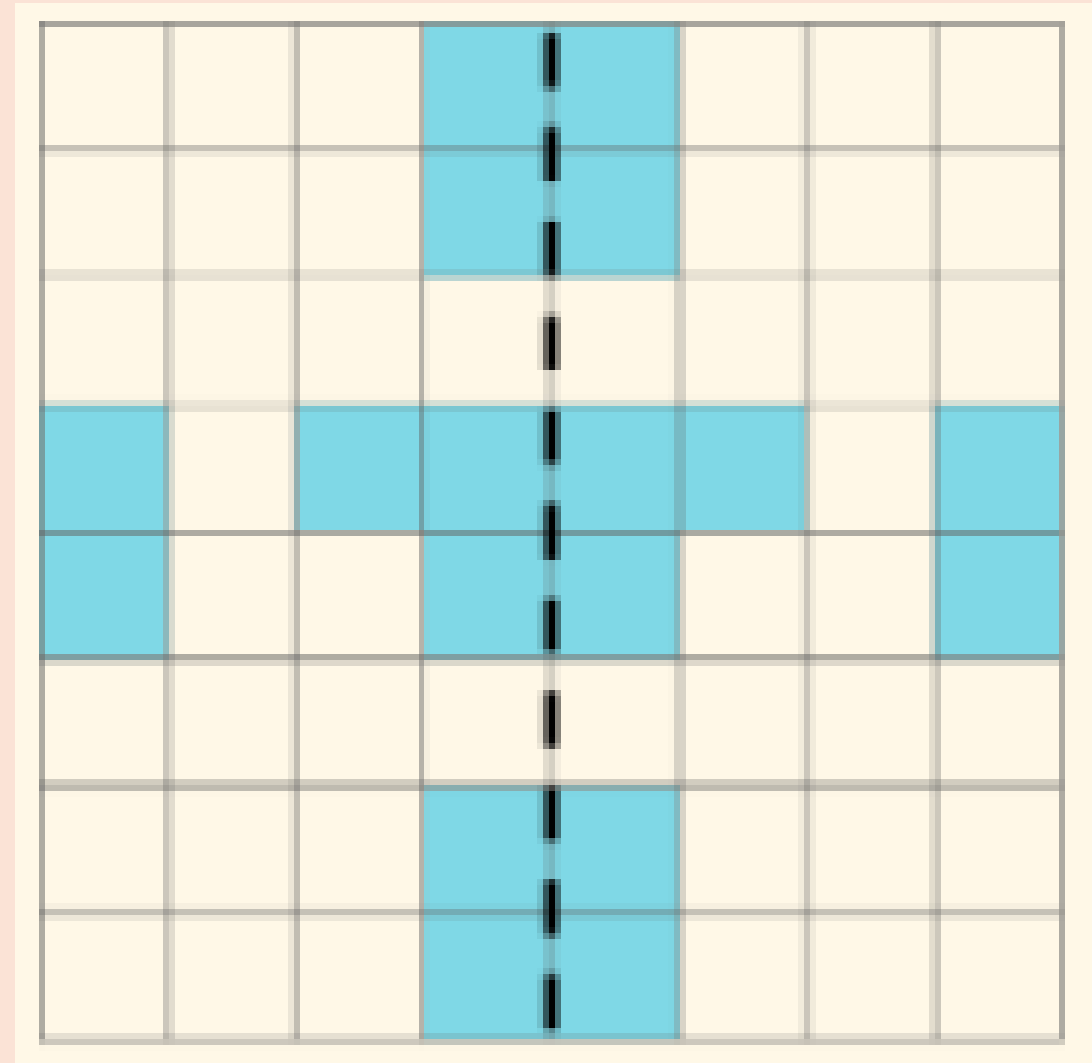
21.01.26

TBAT: draw symmetrical shapes.

Talk partners

Are these shapes symmetrical?

Explain your answer.



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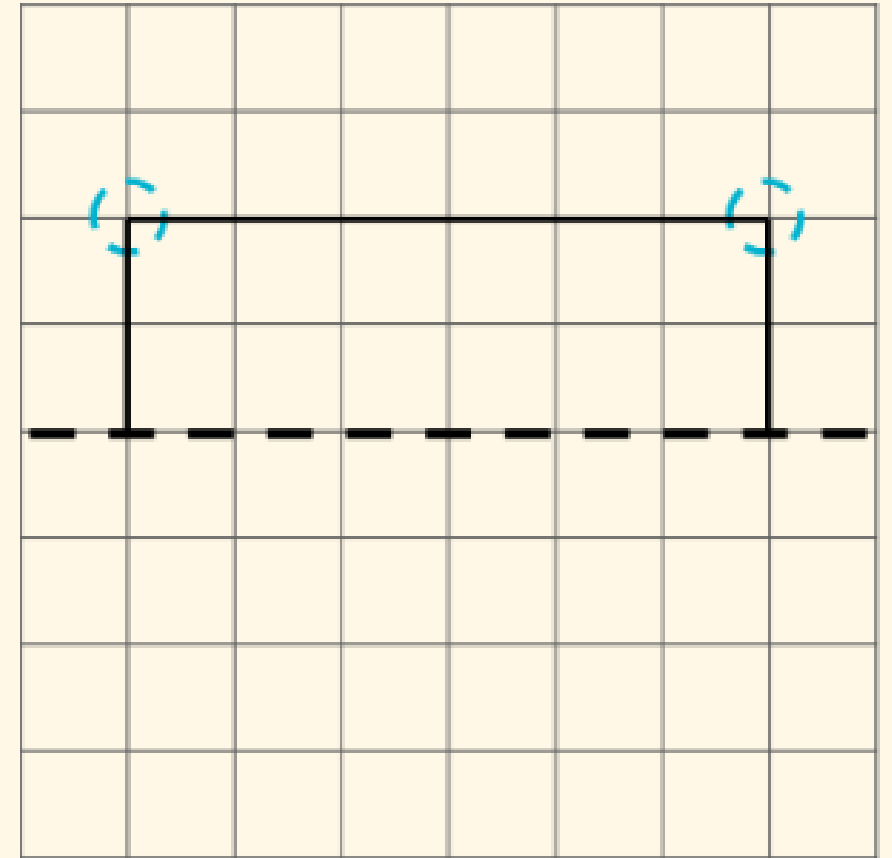
TBAT: draw symmetrical shapes.

When we draw symmetrical shapes, we can use the **vertices** to help us draw the other half of the shape.

How many squares away from the line of symmetry are the vertices?

side A

side B

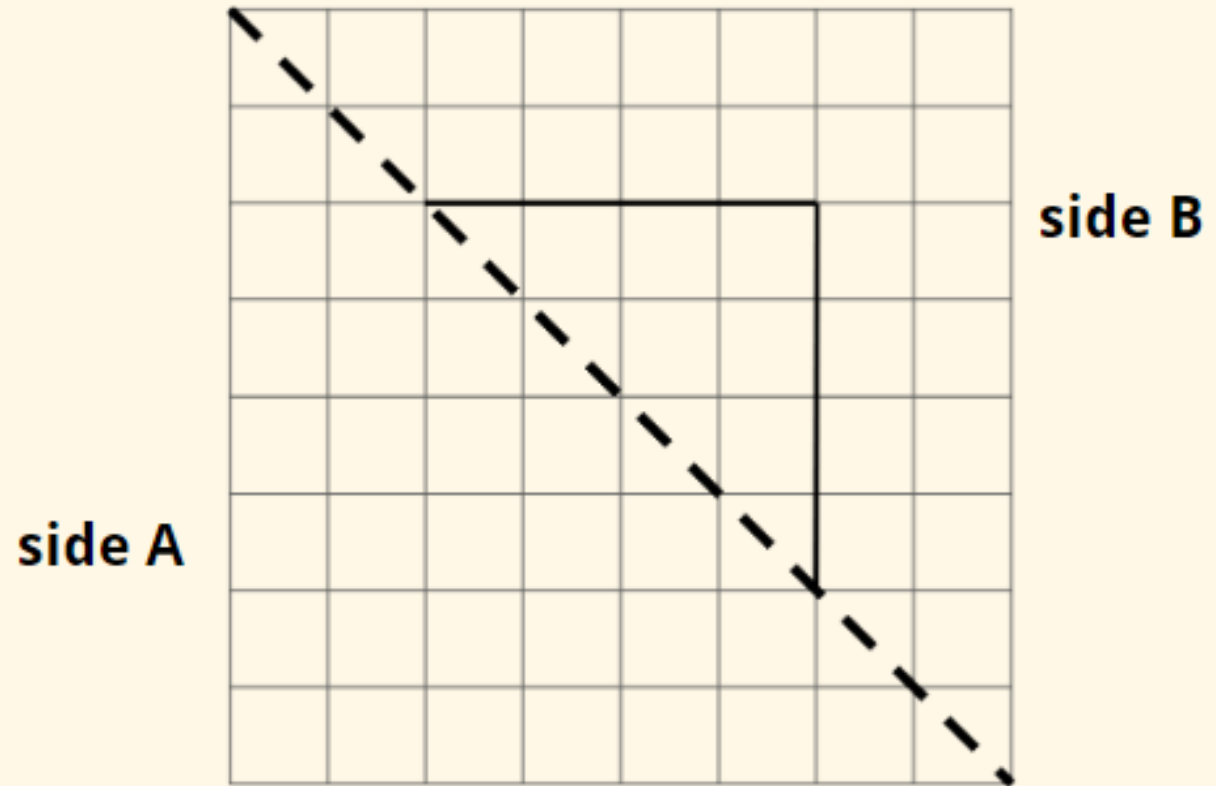


21.01.26

TBAT: draw symmetrical shapes.

We can also draw a symmetrical shape with a diagonal line of symmetry.

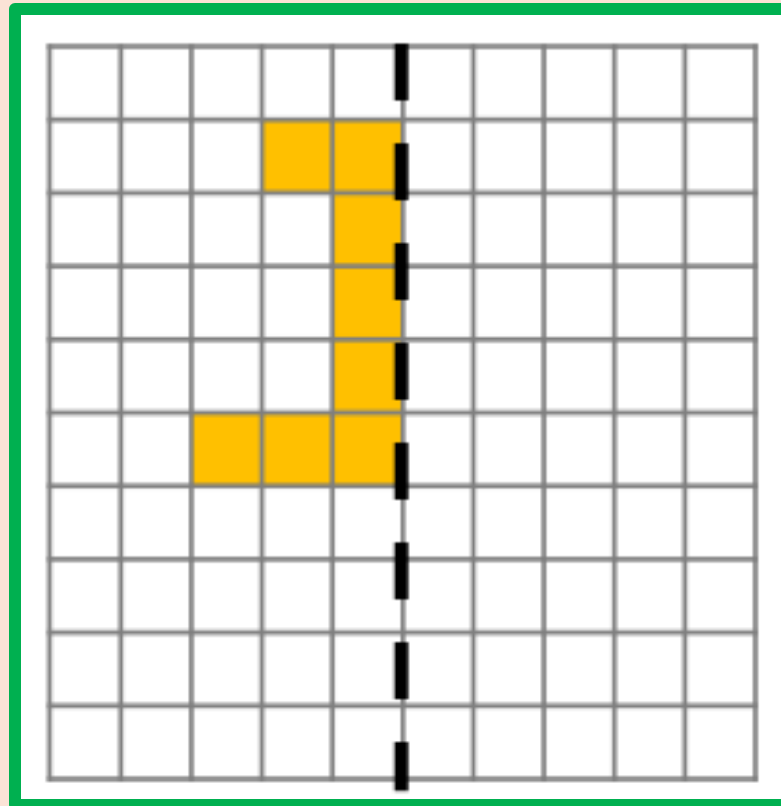
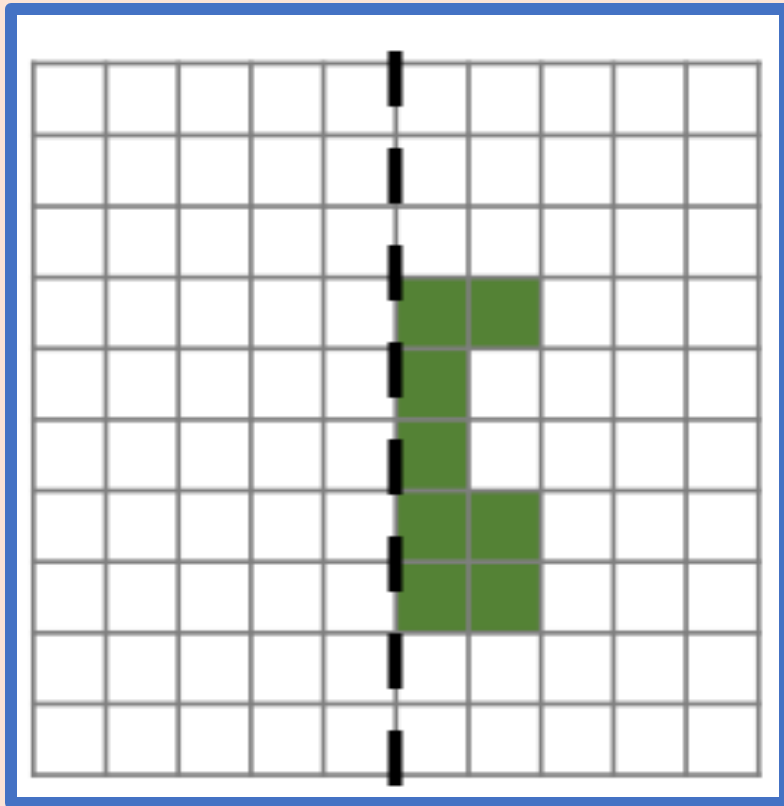
We need to count the square lines of shape B to know where to draw.



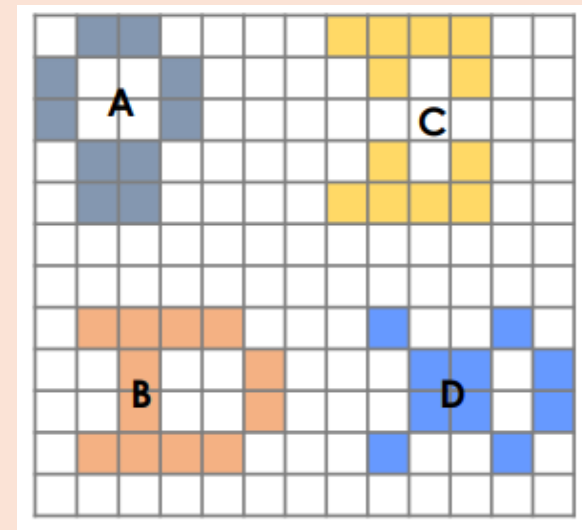
21.01.26

TBAT: draw symmetrical shapes.

*Complete the shape to make it symmetrical. Please shade neatly.*



Challenge  
Which of the shapes below is  
the odd one out? Explain why.

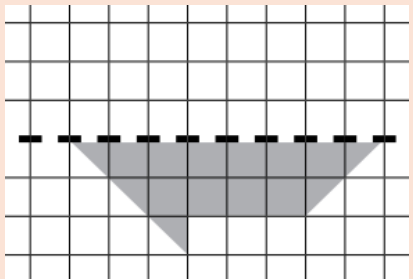
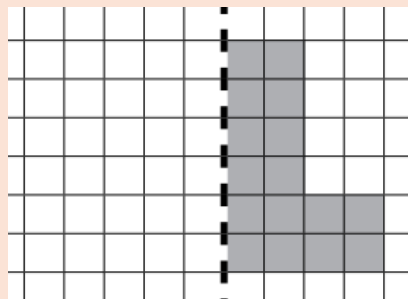
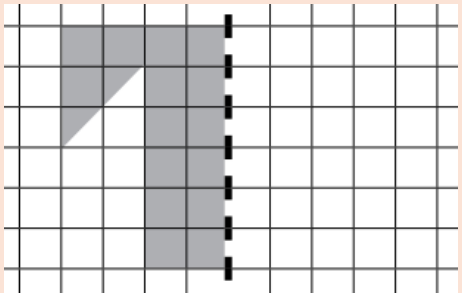
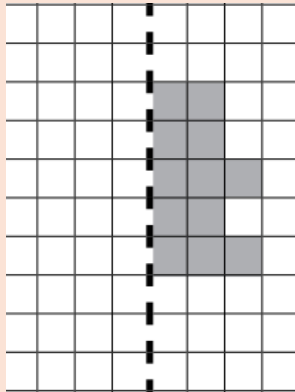
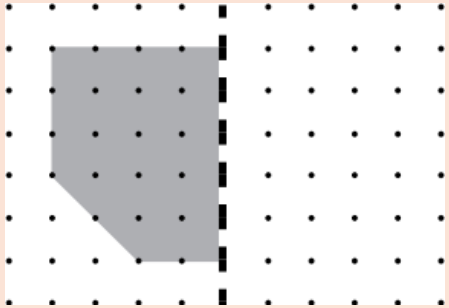


21.01.26

# TBAT: draw symmetrical shapes.

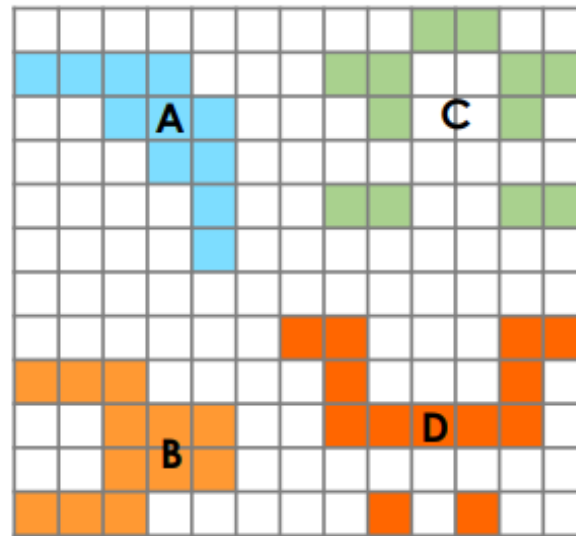
## *Independent*

Complete the shapes to show symmetry. **YOU MUST USE A RULER.**



RP

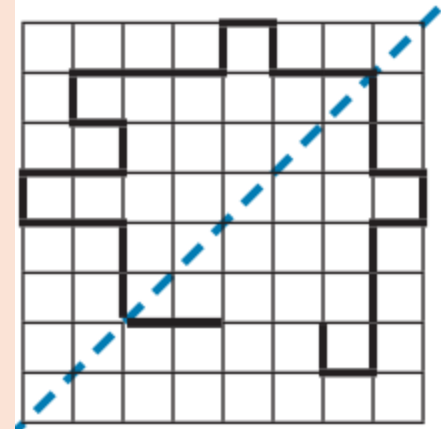
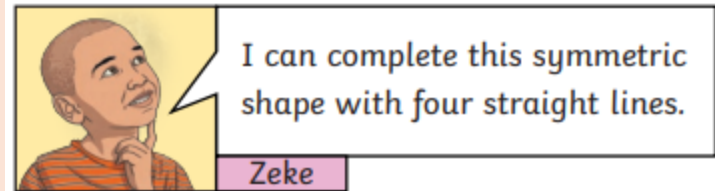
9a. Spot the odd one out.



Explain your choice.

## Challenge

Is Zeke's statement correct? Prove it.

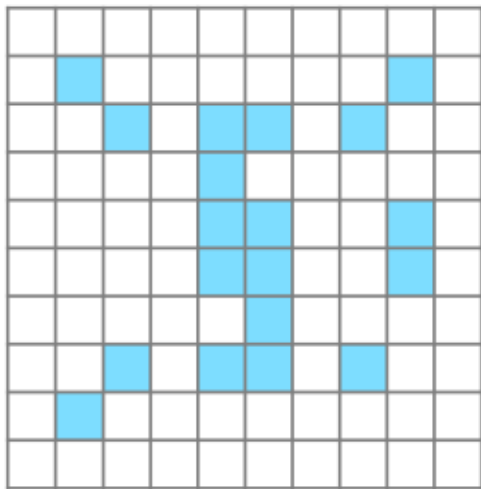


21.01.26

TBAT: draw symmetrical shapes.

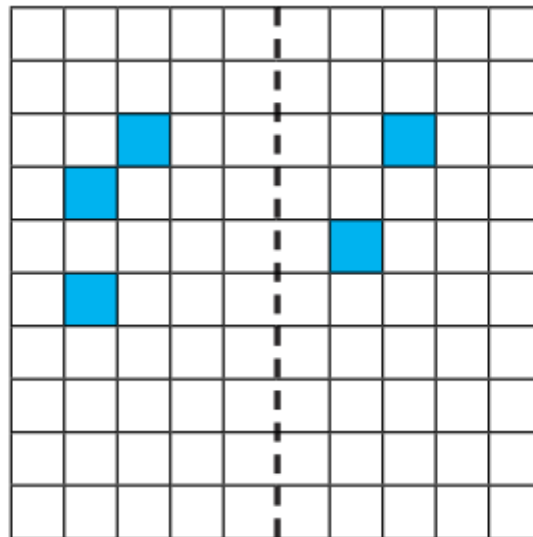
## Mastery Challenge

8b. Add 5 squares to the pattern below so that it has a vertical and horizontal line of symmetry.



## Mastery Challenge with Greater Depth

1) Look at these shaded squares:



- a) What is the smallest number of squares you would have to shade to make a symmetrical pattern, if the line of symmetry was vertical as shown here? \_\_\_\_\_
- b) Draw a horizontal or diagonal line of symmetry on the grid and shade the fewest squares you can to make a symmetrical pattern.

Are there places on the grid where the line of symmetry can't go? Explain your answer.



Wednesday 21st January 2026

TBAT: plan an informal letter.

3 in 3

You MUST be answering in full sentences.

## **Writing informal letters**

You cannot write an informal letter to someone important that you do not know because informal letters are for people you know well, like friends or family. Informal letters use friendly and casual language, which may seem too familiar or disrespectful to someone you do not know. Important people, like a headteacher or company manager, expect polite and serious language. That is why you should write a formal letter instead, to show respect and make sure your message is taken seriously.

- 1) Who are informal letters for? **Informal letters are for \_\_\_\_\_**
- 2) Why might informal language seem disrespectful? **Informal language might seem disrespectful because \_\_\_\_\_**
- 3) What type of letter should you write to an important person you do not know?  
**You should write a \_\_\_\_\_ letter to someone you do not know.**

Wednesday 21st January 2026

TBAT: plan an informal letter.

**Blue** – Why is Lila **upset** with her father?

**Green** – Why is Lila **angry** with her father?

**Challenge** – Where does Lila have to go and what does she have to do to become a Firework-maker?

Wednesday 21st January 2026

TBAT: plan an informal letter.

Now look at the letter from Lila to her dad.

On your plan, write down what you will need to include in each paragraph of your letter.

You completed your introduction in Friday's lesson so you will not be planning for that!

**You are writing in FIRST PERSON as Lila**

Wednesday, 14th January 2026

Dear Father,

I hope this letter finds you well. I've settled into my new surroundings, but I feel I must write to you and explain some important decisions I've made. I want you to understand my reasons for leaving.

I have learned that to become a truly recognised professional firework-maker, I must seek the Royal Sulphur from Mount Merapi. However, it is not easy to obtain. The Royal Sulphur is fiercely guarded by the Razvani, the Fire-Fiend, who has protected it for centuries. The journey will be dangerous, but I believe it is the only way I can prove myself and earn the title of firework-maker in the eyes of the Royal Guild.

What upset me most, Father, was your comment when you said that I might not be capable of becoming a firework-maker because I am a girl. I know you want to protect me, but those words hurt deeply. This journey to Mount Merapi is not just about proving my skill—it is about proving that I am capable, that I am strong, and that my passion is enough to overcome any obstacle. I don't want to be held back, not by fear, and certainly not by outdated ideas of what girls can and can't do.

Please understand, Father, that I am not leaving because I do not love you or appreciate everything you have taught me. I must do this for myself, to prove that I can be independent and capable. I hope one day you will understand and be proud of what I accomplish.

Yours lovingly,  
Lila

Wednesday 21st January 2026

TBAT: plan an informal letter.

(Informal greeting)

<b>Greeting</b>	
<b>Paragraph 1</b> Mount Merapi Royal Sulphur Razvani Dangerous	
<b>Paragraph 2</b> Upset/angry Capabilities as a girl Proving her strength	

**Challenge: Can you include a rhetorical question and an exclamation sentence?**

**Example:**

Paragraph 1:  
I have to go to Mount Merapi to get the Royal Sulphur. It is guarded by Razvani (fire-fiend). It will be dangerous to obtain.

Paragraph 2:  
I am upset and angry that people do not think I can be a firework-maker because I am a girl. I know I am capable and strong enough to succeed. I am going to prove my strength.

Wednesday 21st January 2026

TBAT: plan an informal letter.

<b>Conclusion</b> Miss you lots Please don't be annoyed Love you	
<b>Sign off</b>	

**Example:**

Conclusion:  
I will miss you lots.  
Please don't be annoyed  
with me.  
I hope you understand why I  
had to go.  
Love you always.

Sign off:  
Yours lovingly,  
Your baby girl,  
Your loving daughter,

Fronted adverbial sentence	
Singular and plural possessive apostrophe examples	
Year 3 / 4 spellings	Choose some that you could include in this letter. You MUST then include them, spelt correctly.

Do not stick the plan in. Your teacher will collect them and hand them back out tomorrow. Leave a space to stick it in.

Example:

Fronted adverbial sentence:  
Choose one of your sentences from Yesterday's lesson (Tues 20th) and write it onto your plan. You MUST include this in your letter.

Singular/plural apostophes:  
Mount Merapi's Sulphur  
Razvani's Mountain  
The fire-work makers' tools  
The dragons' flames

Year 3 / 4 spellings:  
Learn  
Position  
Probably  
through

Wednesday 21st January 2026

TBAT: explain how Jesus treated outcasts.

## Keywords

**leper**

someone with leprosy

A disease of the skin and nerves caused by infection. It is contagious.

**society**

people living in the same place who share laws and traditions

**gospel**

a book in the Bible about the life and teachings of Jesus

**kingdom of God**

a society where God rules

**Blue:** What does a chaplain do in a prison?

**Green:** What is restorative justice about?

Wednesday 21st January 2026

## TBAT: explain how Jesus treated outcasts.

In this lesson, we will be using texts from the **gospel** of Luke to better understand how Jesus treated outcasts like **lepers** and how Christians interpret these stories.

### What happened when Jesus met the lepers?



Sofia and Lucas are talking about belonging.



Sofia

I like to feel that I am part of a group - no-one likes being left out. I wear my Brownie uniform to show that I belong to my Brownie pack.

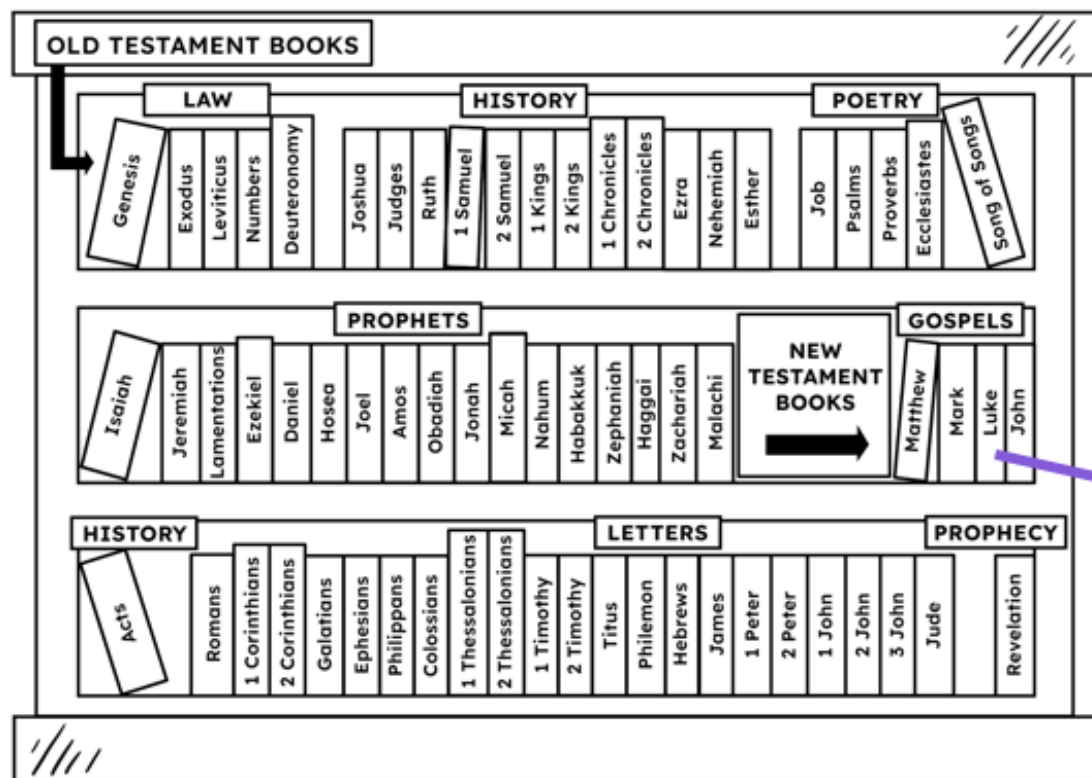
I am a member of my school debating **society**. We talk about what is going on in our world and share our opinions about it. We take care to listen to everyone's ideas.



Lucas



# What happened when Jesus met the lepers?



**Gospel** means 'good news'. Luke wrote his **gospel** because he wanted people to read the good news about Jesus.

The **gospel** of Luke includes stories about Jesus' treatment of **lepers** and other outcasts from **society**.





At the time of Jesus, people with infectious diseases such as leprosy were seen as unclean.

**Lepers** were forced to live outside of **society**, away from everyone else so that they did not spread the disease. This was the law at the time.

Louise has a Christian worldview.  
She attends a Methodist church.



Jesus was Jewish. He would have been expected to follow Jewish laws, such as the rules about keeping away from **lepers**. The stories in Luke's **gospel** show that Jesus often **looked out for people who were left out**, such as **lepers** and other outcasts.





## Luke's gospel tells this story:

A **leper** in a small town saw Jesus as he was travelling and teaching.

The **leper** bowed before Jesus and begged him, 'Lord, I know you can heal me if you want to.'

Jesus said, 'I do want to,' and he reached out to touch the **leper**. 'Be healed!' said Jesus. Immediately, the skin disease disappeared and the man was well.

Jesus told the man to go straight to the priest to make thank offerings and prayers at the temple. Once the priest saw that the man was well, he would no longer need to live away from the rest of **society**.

Louise explains how she interprets the story of Jesus and the **leper**.



Louise

**Lepers** were **outcasts**. People would have been afraid and chased them out of towns and villages. Jesus does something extraordinary. He **touches a leper**. He is not afraid of disease because he cares deeply about individuals.

Luke thought Jesus' treatment of **lepers** was so important that he tells another story about 10 **lepers**.





**Here is another story from the gospel of Luke:**

A group of 10 **lepers** called out to Jesus as he was travelling to Jerusalem.



On their way to see the priest, they were healed from their disease.



One of the men went straight back, bowed at Jesus' feet and thanked him. The man who thanked Jesus was a Samaritan.

## Task A

### What happened when Jesus met the lepers?



Sofia

I wonder why Luke tells two stories about Jesus and **lepers** in his **gospel**?



Lucas

I think Luke tells two stories because he wants to make sure his readers understand how Jesus treats **lepers** and outcasts.

Can you help Lucas to summarise the main points from the two stories about Jesus and the **lepers**?



Can you help Lucas to summarise the main points from the two stories about Jesus and the **lepers**?

You might have said:

Jesus did not ignore **lepers**.

Jesus spoke to **lepers**.

Jesus touched some **lepers**.

Jesus sent the **lepers** to show the priest that they had been healed.

Jesus was pleased that the Samaritan said thank you.



**Silent reading**  
**5 minutes**

Wednesday 21st January 2026

TBAT: collect data.

## Keywords

### **logging**

capturing and displaying or storing data points (usually over time)

### **data point**

a discrete piece of data, often part of a data set

### **interval**

the time between data readings

Wednesday 21st January 2026

TBAT: collect data.

Blue - Is the data we collect always correct? Why/why not?

Green - What data does a data logger collect?

A data logger is a digital device that can automatically record data from sensors over a period of time.



Data loggers can be left to record data on their own.

The data can be downloaded later.



## Recognise data loggers collect data at intervals

So far, you have been recording data by writing it down.



However, a data logger can also be used to record data automatically over a period of time.



## Recognise data loggers collect data at intervals

You could leave a data logger in your classroom to log how noisy or quiet each lesson is throughout the week.



Data loggers take readings at set **intervals** (e.g., every 1 second, 5 minutes, or 1 hour).



The timing of these **intervals** affects how detailed the collected data will be.



You're going to place a data logger somewhere in the room and leave it to automatically collect data.



Choose somewhere where you think the light level, temperature level, or sound level might vary the most.



You are going to be a data logger.



You will log the temperature throughout one day.



You are going to watch a video.



You need to write down the temperature shown every hour from 7am to 7pm.



The **interval** in this simulation is 1 hour.

It might help to use a table like this to record your data.

	7 am	8 am	9 am	10 am	11 am	12 pm	1 pm	2 pm	3 pm	4 pm	5 pm	6 pm	7 pm
°C													



# Task A

Recognise data loggers collect data at intervals



Watch the time and listen out for a beep. When you hear the beep or see the arrow, write down the temperature.



Time

7:00am

12°C

Temperature

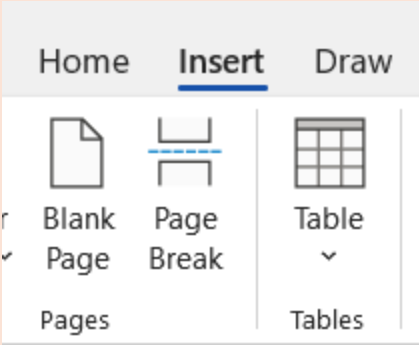


You are now going to record and log the different hair colours in your class.

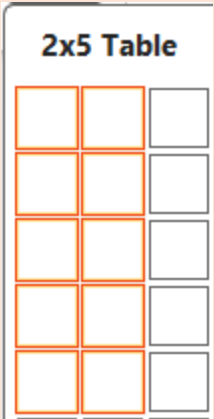
You will need to create a table on your word document, like this:

Hair colour	Total number of people with the colour
Blonde	
Brown	
Black	
Ginger	

**1st: Select insert on the search bar and press on table.**



**2nd: Select a 2x5 Table (2 columns, 5 rows)**



**3rd: Type in the hair colours**

**Stand up at your table and put a / in the correct box for each person's hair colour!**

Wednesday 21st January 2026

TBAT: collect data

**Turn and talk:**

Did you get the same answers as your partner? Why/why not?

Is data logging always accurate?

What can we do to be more accurate?

Wednesday 21st January 2026

TBAT: develop a carnival dance using formations, canon and unison.

## **Dance - Lesson 5 - Carnival**

Watch carnival parade video

Watch carnival steps video



Wednesday 21st January 2026

TBAT: develop a dance using matching and mirroring.

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.