

Thursday 22nd January 2026

22.01.26

Morning Challenge

Good  
Morning

TIMES  
TABLES  
ROCK  
STARS

Book  
quizzes



Write 3 **descriptive sentences** about this picture.

Try to include an expanded noun phrase, a simile (like or as) and sensory details (what can you hear, see, smell, taste, feel?)

Thursday 22nd January 2026

## Word work

**Use these lists to create four sentences using commas.**

- firework
- dragon
- lantern
- map

- mountain
- river
- village
- forest

- brave
- worried
- excited
- nervous

- apples
- bread
- milk
- chocolate

### **Example:**

To reach the Royal Sulphur, I had to climb the mountain, cross the rushing river, pass through the quiet village, and walk deep into the dark forest.

At the market, I bought apples, some fresh bread, a bottle of milk, and a bar of chocolate.

Thursday 22nd January 2026

Literacy lesson and read Chapter 5 before break

22.01.26

Times table practice

**Times table splat!**

2 children, 1 calculation.

Who will splat the answer first?



22.01.26

TBAT: identify and describe quadrilaterals.

3 in 3

1.  $\frac{2}{3}$  of 36 =

2.  $254 \div 4 =$

3.  $75 \times 3 =$

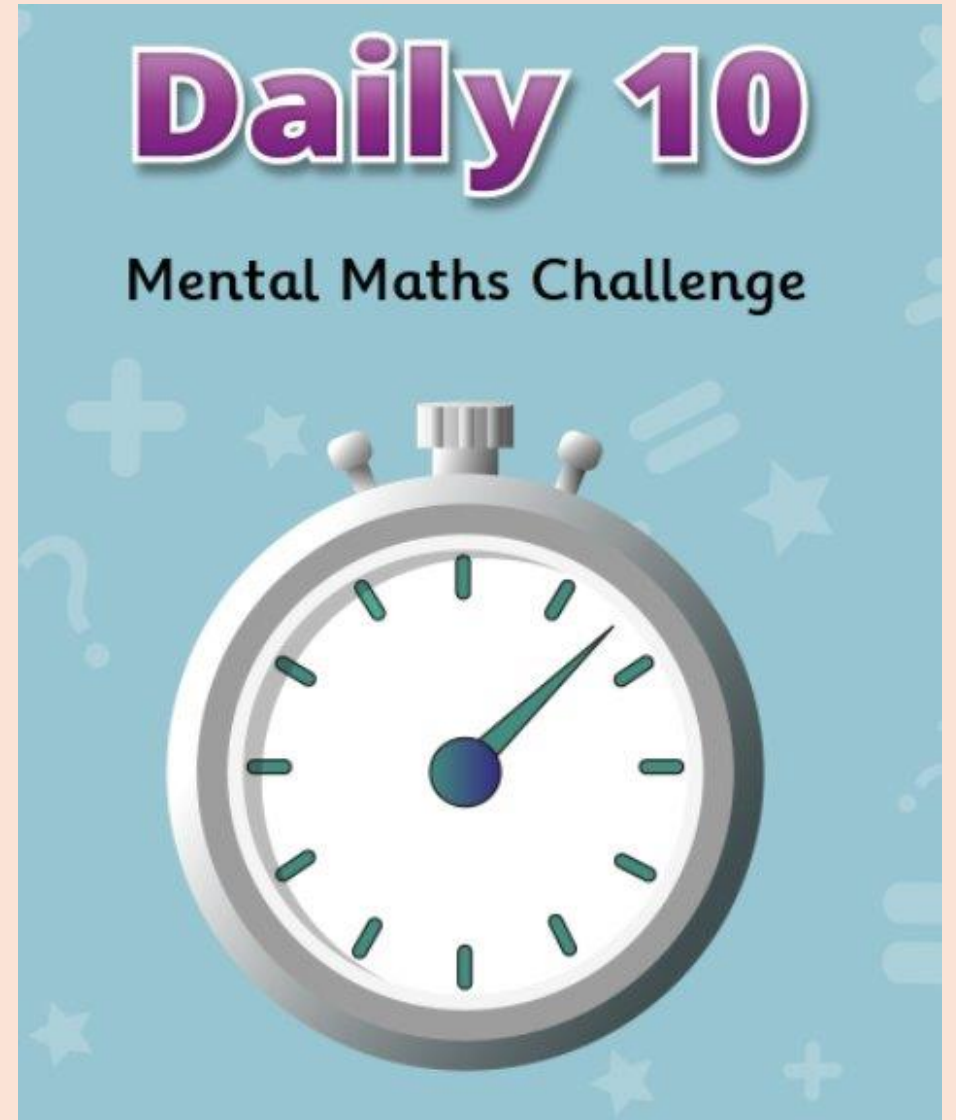
**Challenge**

$32 \times 5 > 24 \times 3$ . True or false? Prove it.

22.01.26

TBAT: identify and describe quadrilaterals.

[Daily 10 - Mental  
Maths Challenge -  
Topmarks](#)  
Level 4- 9 times  
tables



22.01.26

TBAT: identify and describe quadrilaterals.

## **Key vocabulary**

A **quadrilateral** is a 2D shape with four straight sides and four vertices.

A **regular shape** is a shape whose sides and angles are all equal.

An **irregular shape** is a shape whose sides and angles are different sizes.

**Parallel lines** are lines that are always the same distance apart and never meet.

**Perpendicular lines** are lines that intersect or meet at a 90-degree angle. This is also known as a **right angle**.

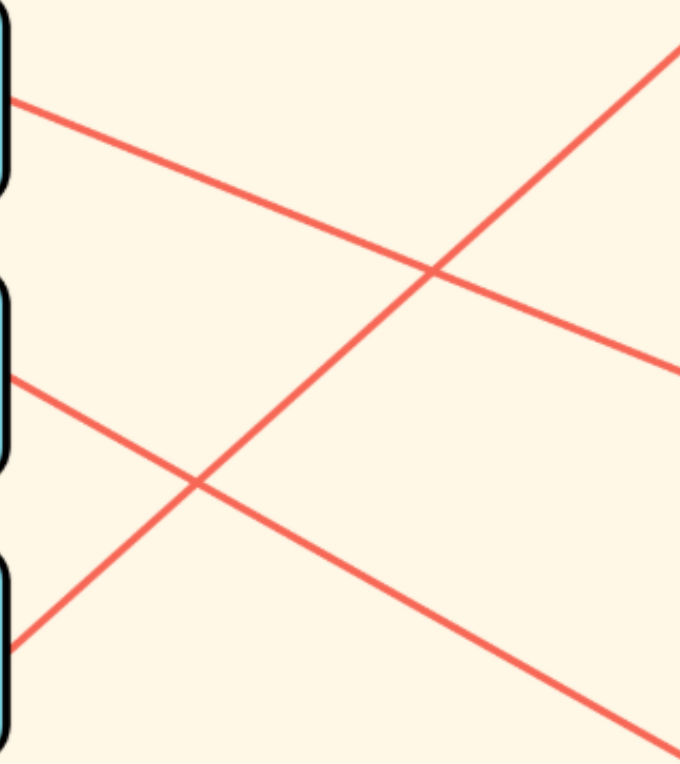
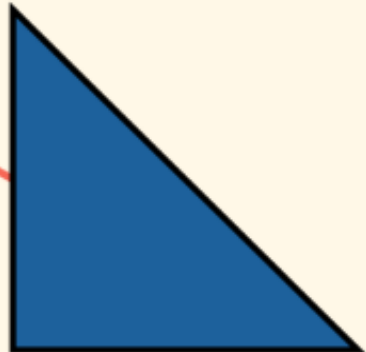
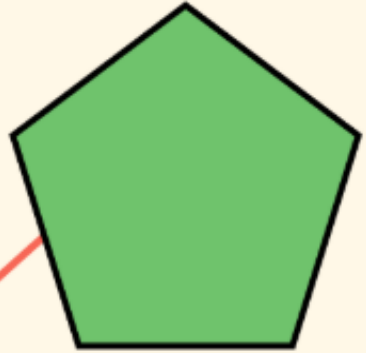
# Talk partners

**Match the facts to the correct shape.**

**A. 4 right angles and 4 lines of symmetry**

**B. 1 right angle and 1 line of symmetry**

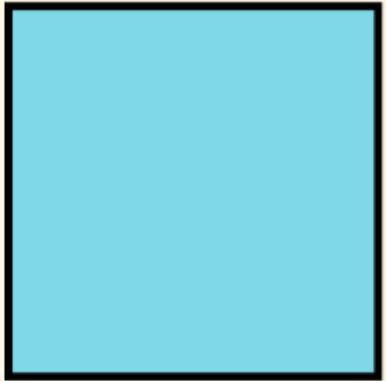
**C. 5 obtuse angles and 5 lines of symmetry**





**A quadrilateral is a four-sided shape that can be regular or irregular.**

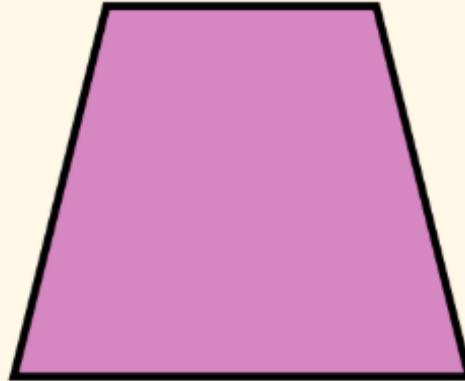
**Can you identify the name of each shape?**



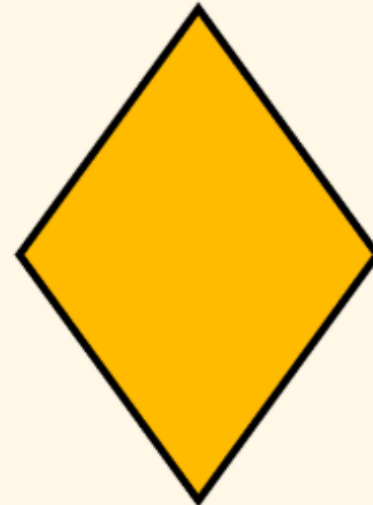
**square**



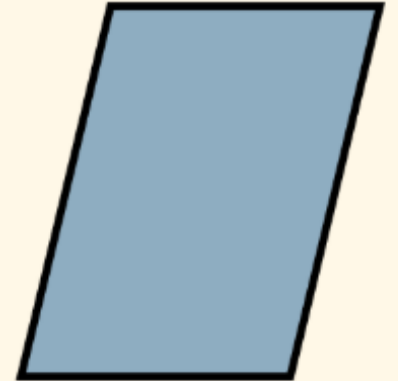
**rectangle**



**trapezium**

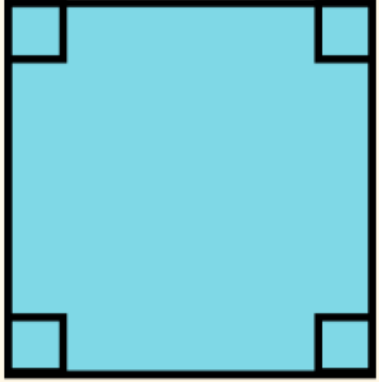


**rhombus**



**parallelogram**

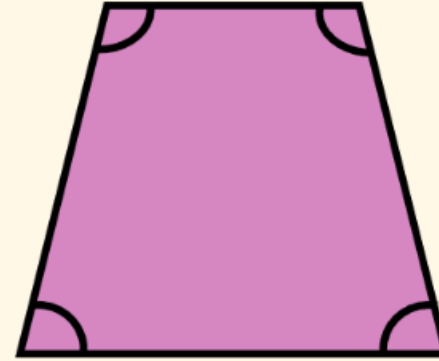
We can find **similarities** and **differences** between different quadrilaterals by identifying their **properties**.



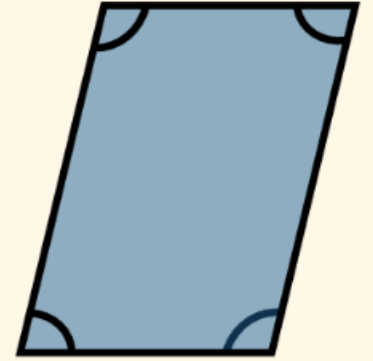
4 right angles



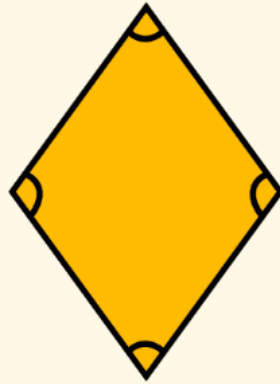
4 right angles



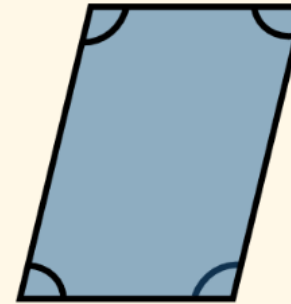
2 acute angles  
2 obtuse angles



2 acute angles  
2 obtuse angles



2 acute angles  
2 obtuse angles  
opposite angles are equal

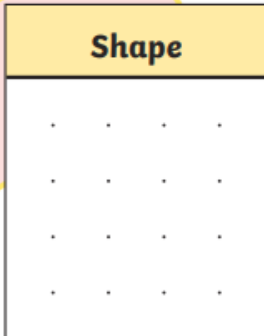





2 acute angles  
2 obtuse angles  
opposite angles are equal

22.01.26

TBAT: identify and describe quadrilaterals.

## Independent – Draw each shape and describe its properties

Shape	Name	Properties
	rectangle	angles: sides: symmetry:
	square	angles: sides: symmetry:
	rhombus	angles: sides: symmetry:
	parallelogram	angles: sides: symmetry:

RP

I'm thinking of a 2D shape. It has 2 acute angles and 2 obtuse angles. Its opposite angles are equal. What could my shape be?

## Challenge

5) Mia and Jin are talking about this quadrilateral.



Mia

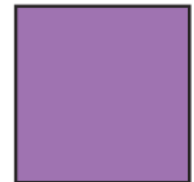
This quadrilateral has an even number of right angles.



Jin

I think it has an odd number of right angles.

Who is correct? Explain your answer.

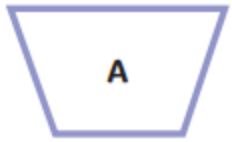


22.01.26

TBAT: identify and describe quadrilaterals.

## Mastery challenge

Below are two different quadrilaterals.  
Identify how many pairs of equal sides and pairs of parallel sides each shape has.



## Greater Depth Mastery

Do you agree Elena's statement?  
Explain your reasoning.



This shape is a quadrilateral  
because it has 4 sides.



Elena

Thursday 22nd January 2026

TBAT: write an informal letter.

3 in 3

3 in 3

**Punctuate these sentences correctly.**

1) The dragons tail was long and scaly.

2) All the villagers houses were decorated for the festival.

3) Lila wanted to follow the firework makers rules carefully.

Thursday 22nd January 2026

TBAT: write an informal letter.

**Blue** - Why are we going to write 'To Dad' instead of 'Dear Lalchand'?

**Green** - Which sign-off is informal?

Best wishes,                      OR                      Love you always,

# Thursday 22nd January 2026

## TBAT: write an informal letter.

You will be writing on lined paper, as if you are writing a real letter to send.

Please take your time and use your neatest handwriting.

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

Greeting	
Paragraph 1 Mount Merapi Royal Sulphur Razvani Dangerous	
Paragraph 2 Upset/angry Capabilities as a girl Proving her strength	
Conclusion Miss you lots Please don't be annoyed Love you	
Sign off	
Fronted adverbial sentence	
Singular and plural possessive apostrophe examples	
Year 3 / 4 spellings	

Thursday 22nd January 2026

TBAT: write an informal letter.

22nd January 2026

To Dad,



Thursday 22nd January 2026

TBAT: write an informal letter.

You now need to **leave a line** under your date and greeting.

Now write the introduction paragraph from Friday's (16th Jan) lesson.

Once you have completed your writing, go back and check it makes sense and that your spellings are correct.

Thursday 22nd January 2026

TBAT: write an informal letter.

22nd January 2026

To Dad,

I am so sorry for leaving without telling you.

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

Thursday 22nd January 2026

TBAT: write an informal letter.

You now need to **leave a line** under your introduction.

Use your plan and put your ideas into FULL SENTENCES.

In paragraph 1, you should discuss:

Mount Merapi

The Royal Sulphur

Razvani guarding the Sulphur

How dangerous/scary the journey will be.

Thursday 22nd January 2026

TBAT: write an informal letter.

How can we make these sentences from our plans better?

I need to get the Royal Sulphur.

I have learned that to become a true fire-work maker, I must obtain the Royal Sulphur from Mount Merapi.

It will be a dangerous journey.

Without a doubt, the journey will be dangerous, petrifying and momentous!

**You must include:**

- . Fronted adverbial
- . Year 3 / 4 spelling words
- . Exclamation mark
- . Singular/plural apostrophe

I am so sorry for leaving without telling you.

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

To become a true firework-maker, I have to travel to Mount Merapi and collect the Royal Sulphur. **Early**

**this morning**, I **learned** that the **dragon's** den is on a steep cliff, and I must climb carefully **through** the rocky path. Razvani (the Fire-Fiend) is waiting, and I will **probably** have to be clever to get past him! I

know it will be dangerous, but I am determined to be the best firework-maker ever!

Thursday 22nd January 2026

TBAT: write an informal letter.

You now need to **leave a line** under paragraph 1.

Use your plan and put your ideas into FULL SENTENCES.

In paragraph 2, you should discuss:

You are upset and angry about what father said

Girls are capable of anything

You will prove your strength

para 2

**You must include:**

- . Rhetorical question
- . Fronted adverbial
- . Singular/plural
- apostrophe

Angrily, I am writing this to you, upset and frustrated that you think I cannot get the Royal Sulphur, that I am just a girl, and that I should be staying at home pursuing other people's rules. How can you not see that I am strong, capable, and determined? I want to prove my strength to you and to myself, and nothing will stop me from becoming a true firework-maker.

Thursday 22nd January 2026

TBAT: write an informal letter.

You now need to **leave a line** under paragraph 2.

Use your plan and put your ideas into FULL SENTENCES.

In your conclusion, you should discuss:

You miss your father

You love him

You don't want him to be annoyed



Conclusion and sign-off

Please find it in your heart to forgive me. I love you so much and I am very sorry.

Yours lovingly,  
Lila

Read through your letter and ensure it makes sense. Check you have included everything and spelt everything correct.

**Your teachers will collect your letters with your NAME on the back.**

Thursday 22nd January 2026

TBAT: explain how Jesus treated outcasts.

## Keywords

**leper**

someone with leprosy

**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

Thursday 22nd January 2026

TBAT: explain how Jesus treated outcasts.

## Why did Jesus treat outcasts differently?



Explanation



Torah scroll

Jesus was Jewish.

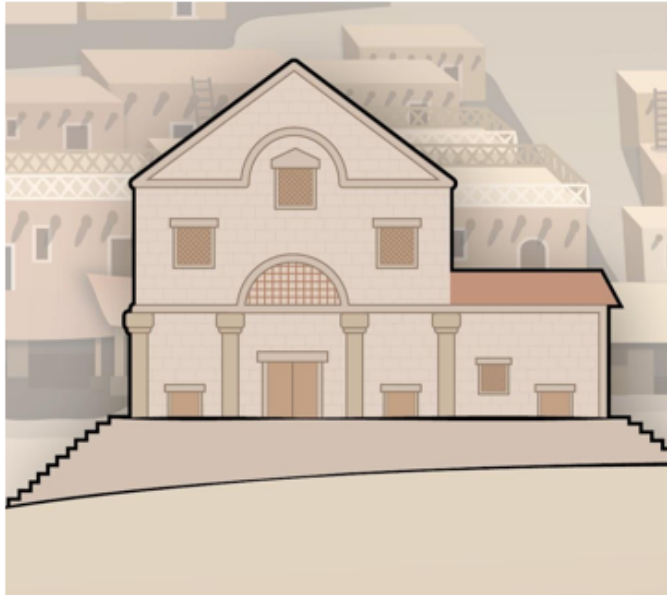
As he grew up, he would have learned to read from Jewish books of the law and the prophets.

He would have learned about God by reading the Torah scrolls and talking about the meaning of the words.



Thursday 22nd January 2026

TBAT: explain how Jesus treated outcasts.



A synagogue at the time  
of Jesus

Luke's **gospel** tells of a time when Jesus went to the Jewish synagogue and read out some words from the scroll of the prophet Isaiah:

‘God’s spirit is on me. He has chosen me to bring good news to the poor, to free prisoners and give sight to the blind.’

Luke 4:18



Thursday 22nd January 2026

TBAT: explain how Jesus treated outcasts.

Louise explains her ideas about outcasts.



Louise

When Jesus read from the prophet Isaiah in the synagogue, he showed that **God had always cared about outcasts** from **society**. Maybe that is why Jesus spent so much time with people who were overlooked by the rest of **society**.



Louise

After Jesus read from the scroll, he told the people that the words from the scroll were coming true and that the **kingdom of God** was coming. **Jesus himself would bring good news, forgive prisoners and help people to see.**

Thursday 22nd January 2026

TBAT: explain how Jesus treated outcasts.

David has a Christian worldview. He attends an Anglican church.



David

Jesus showed people that the **kingdom of God** is a **society** where **everyone can live a good life**, including poor people and outcasts.

It is not surprising that crowds of people followed Jesus. Their lives were hard and they wanted to hear some good news.

Thursday 22nd January 2026

TBAT: explain how Jesus treated outcasts.

David explains his ideas about Jesus.



David

The religious leaders were **shocked** when Jesus challenged Jewish **society** by **eating with tax collectors and touching lepers**.

I think Jesus showed that the **kingdom of God** includes people that **society** ignores and pushes to the edges. Jesus chose to find those people and show them that God loves them.



Thursday 22nd January 2026

TBAT: explain how Jesus treated outcasts.

Sofia, Lucas and Jun are discussing how Jesus treated outcasts.

**For each statement, give an example from Luke's gospel.**

Jesus knew that Jewish holy texts mentioned outcasts.



Sofia

Jesus sometimes broke religious laws.



Lucas

Jesus noticed people who were outcasts from **society**.



Jun





Thursday 22nd January 2026

TBAT: explain how Jesus treated outcasts.

Sofia, Lucas and Jun are discussing how Jesus treated outcasts.

**For each statement, give an example from Luke's gospel.**

Jesus knew that Jewish holy texts mentioned outcasts.



Sofia

Jesus sometimes broke religious laws.



Lucas

Jesus noticed people who were outcasts from **society**.



Jun

**Why did Jesus treat outcasts differently?**

**For each statement, give an example from Luke's gospel.**

1. Jesus knew that Jewish holy texts mentioned outcasts.

---

---

2. Jesus sometimes broke religious laws.

---

---

3. Jesus noticed people who were outcasts from society.

---

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Thursday 22nd January 2026

TBAT: solve problems and improve simple circuits.

3 in 3

## **What is troubleshooting?**

Troubleshooting in circuits means finding and fixing problems when a circuit does not work. If a bulb does not light up, we check each part of the circuit to see what is wrong. This might include checking if the battery is flat, if the wires are connected properly, or if the bulb is broken. By testing one part at a time, we can work out the problem and make the circuit work again.

- 1) What does troubleshooting mean in a circuit?
- 2) Name two things you might check if a bulb does not light up.
- 3) Why is it helpful to test one part of the circuit at a time?

## Lesson 3 Key vocabulary

<b>circuit</b>	An electrical <b>circuit</b> is a closed loop or path that electricity can flow through to make a component work.
<b>complete</b>	A <b>complete</b> electrical circuit is made when all components are <u>connected together</u> correctly and there are no breaks in the circuit.
<b>incomplete</b>	An <b>incomplete</b> electrical circuit is made when the components are not <u>connected together</u> correctly and there are breaks in the circuit.
<b>connector</b>	<b>Connectors</b> are the places on a component where the wires make contact to join it the rest of the circuit.
<b>electrician</b>	An <b>electrician</b> is an expert in electrical circuits and electricity.



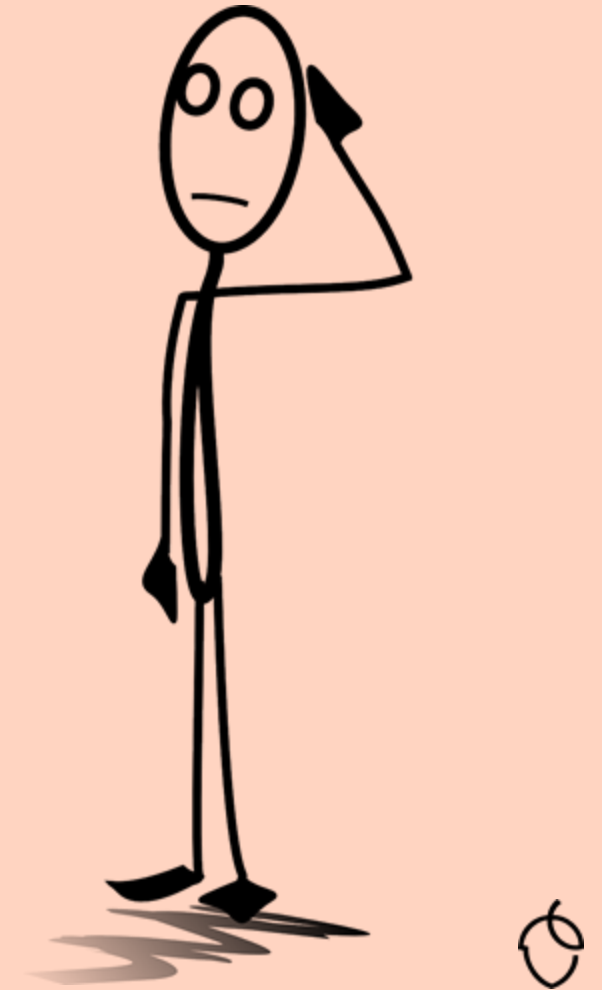
Sometimes **circuits** don't work.

When this happens, we need to be able to work out why and solve the problem.

This is known as troubleshooting.

Sometimes circuits don't work because the components haven't been connected correctly.

This often means that the circuit is **incomplete**.



Andeep and Sam have built some **circuits** which don't work.

They know that all the components work.

Why won't the bulb light up?

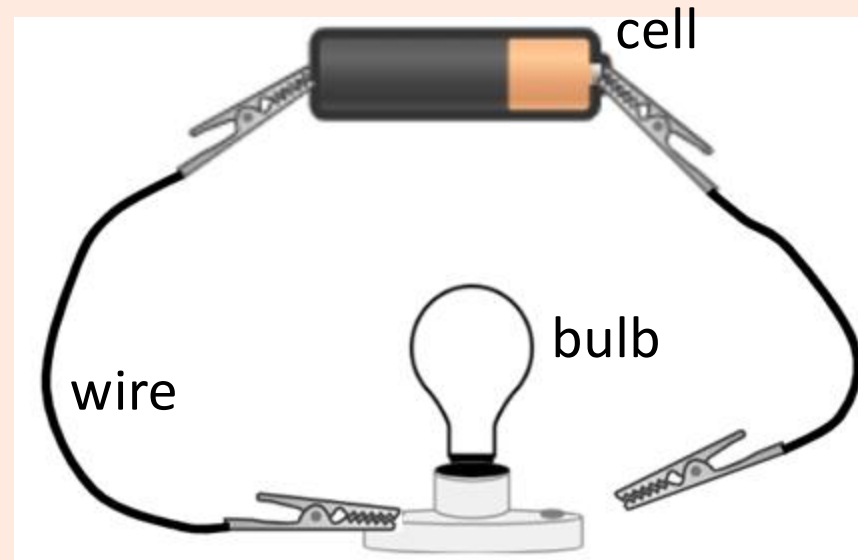
This circuit is **incomplete** because the wire linking the bulb to the positive end of the cell is not connected.



Andeep




Sam



Andeep and Sam's circuit

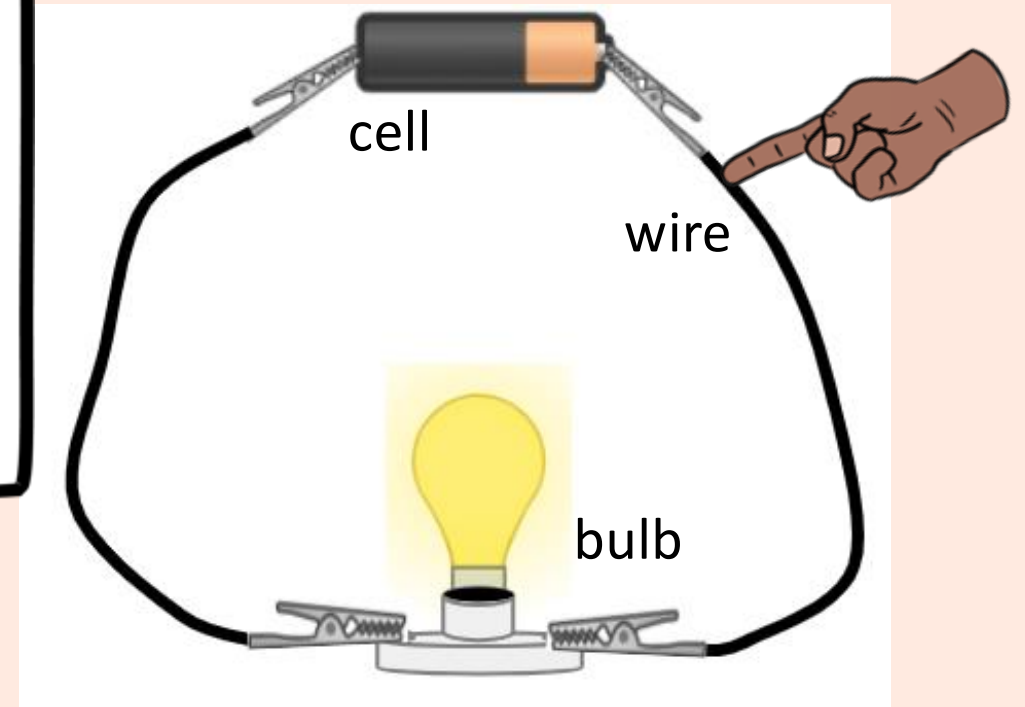


Andeep's older brother has a tip for testing whether a **circuit** is **complete**.



Use your finger to trace the circuit from one point and see if you can go all the way round, through all the components and end up back where you started with no gaps.

Andeep's  
brother

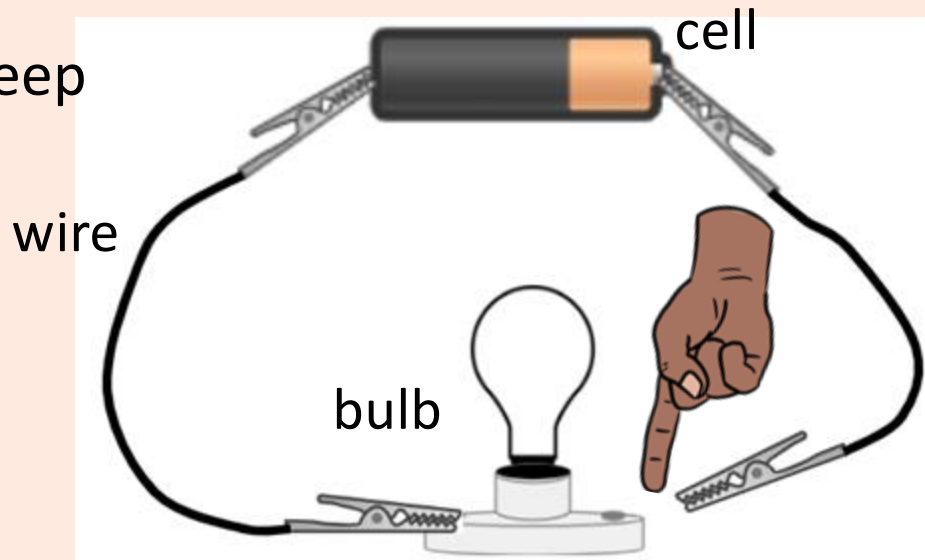


Andeep and Sam understand.



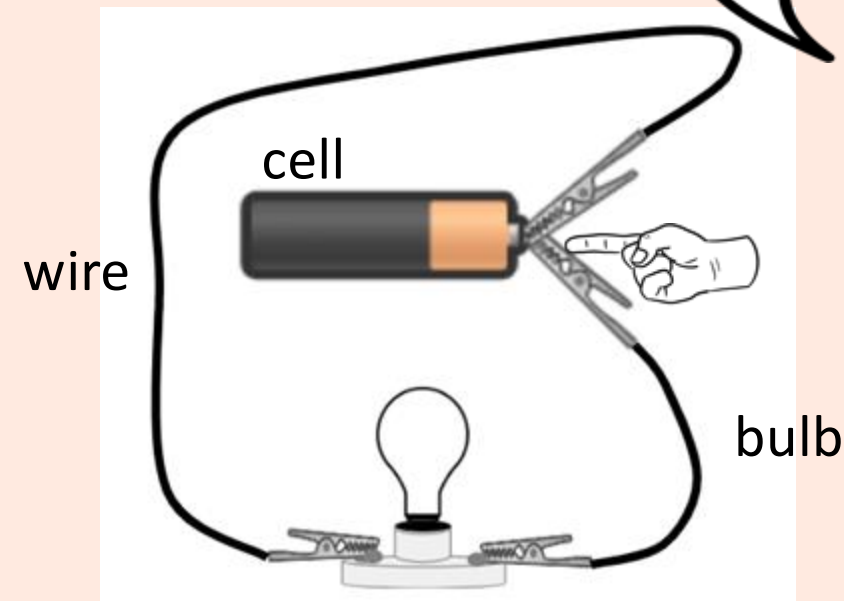
On this **circuit** you can't go all the way round.

Andeep

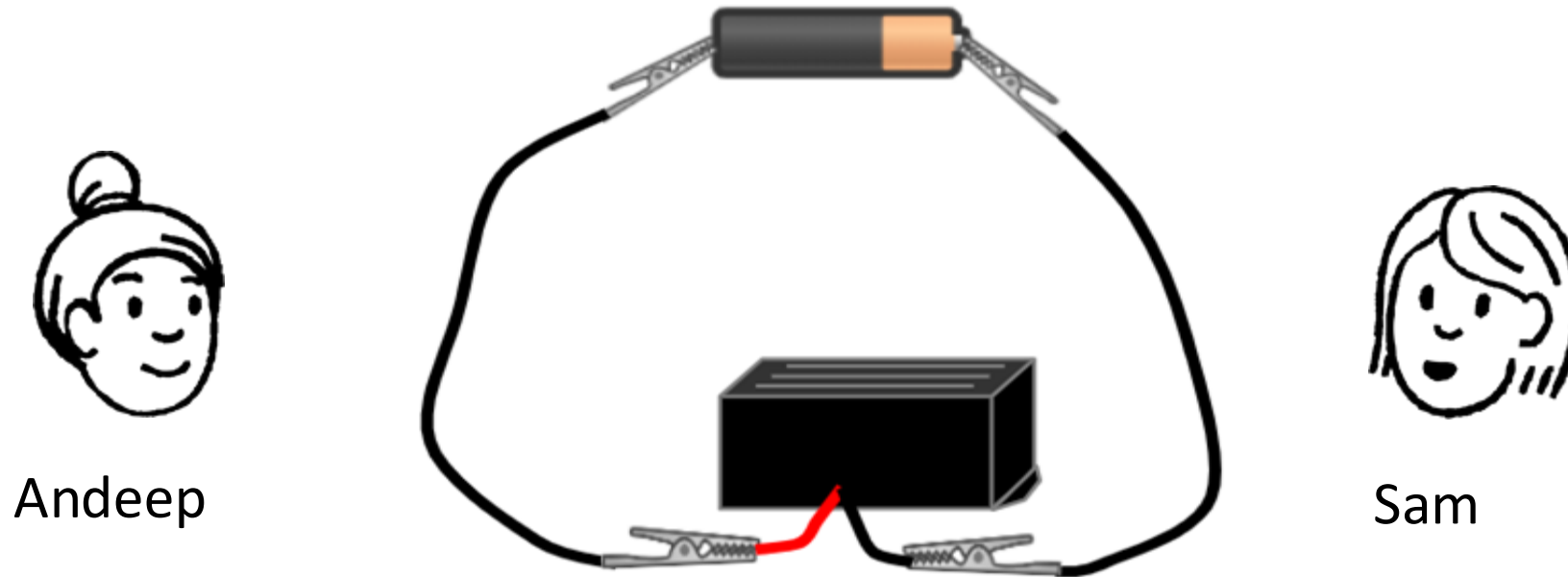


On this circuit you can go round in a loop but you can't go through the cell.

Sam



Andeep and Sam have built this **circuit**, but the buzzer won't buzz.



They traced the circuit to make sure it was a **complete** loop.

Sometimes a circuit looks correct but doesn't work.



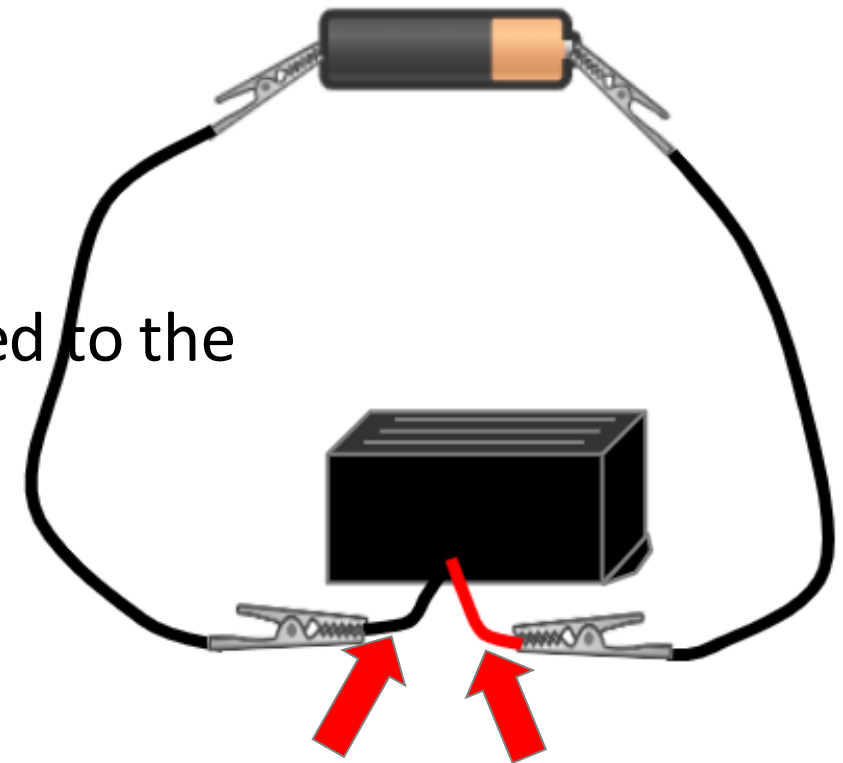


Sometimes a **circuit** doesn't work because one of the components has to be used in a particular way.

Just like cells, all components have two contact points or **connectors**.

These points are where the component is connected to the rest of a circuit.

For a component to work, electricity has to flow through it, not just up to it.



negative  
connector

positive  
connector



That means that one wire in the circuit has to be attached to one contact point of the component and another wire to the other contact point.

When a bulb is loose, it is not easy to see the two **connectors** because they are close together.

When a bulb is in a bulb holder rather than loose, the connectors are easy to see and connect the wires to.



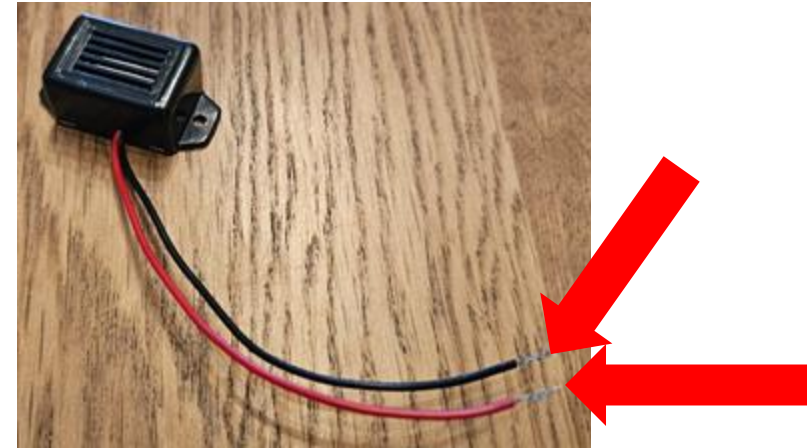
bulb in holder



bulb



With buzzers, the two **connectors** are wires which come out at one side. They are often covered in plastic, so you need to look for the metal wires at the very ends.



buzzer

Crocodile clips can be clipped to the uncovered metal on the buzzer's connector wires for the buzzer to work in a **circuit**.



wire with crocodile clips

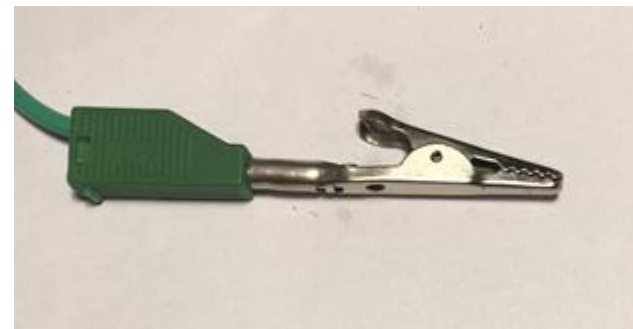


With motors, the two **connectors** are on the back.



motor

It is quite easy to attach crocodile clips to these to connect the motor to a simple **circuit**.

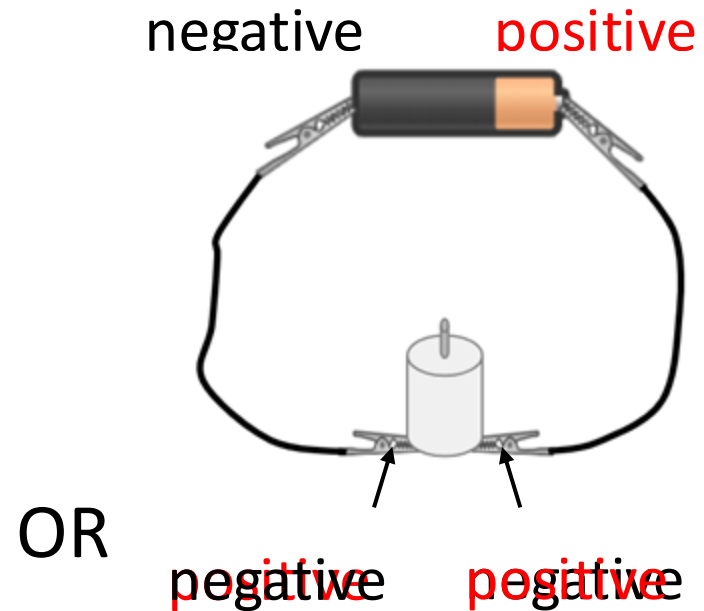
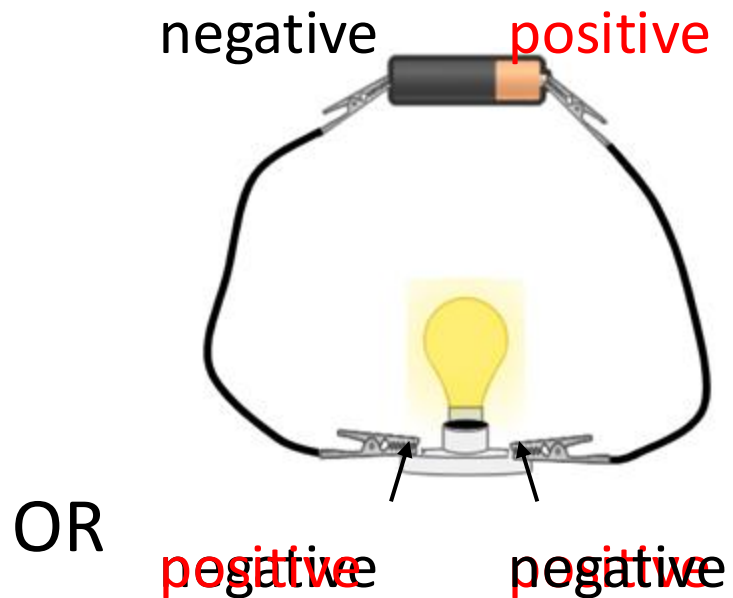


crocodile clip



To make bulbs and motors work, you have to connect one wire from the **circuit** to each connector.

It does not matter which way round you do this.

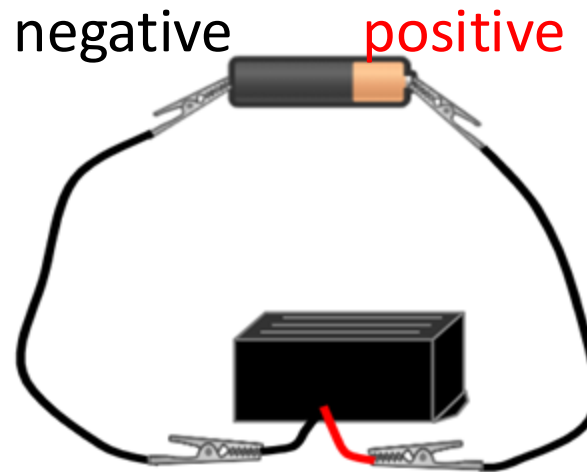


Either way, the bulb will light up and the motor will turn.



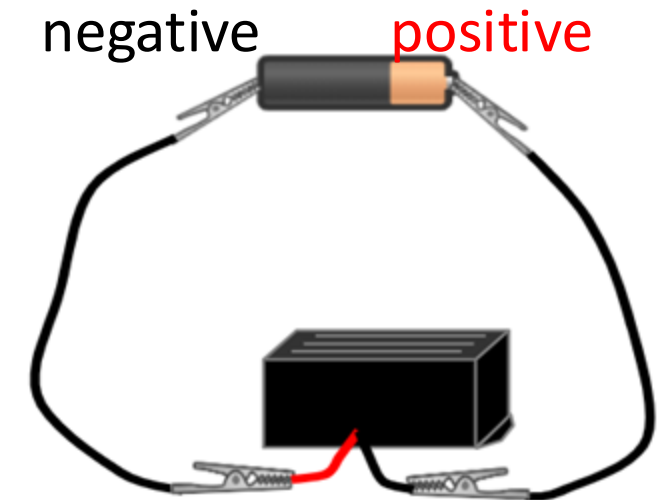
Buzzers are different.

Buzzers only work if their positive connector wire is connected closest to the cell's positive end, and their negative connector wire is connected closest to the cell's negative end.



negative positive

correctly connected



positive negative

incorrectly connected

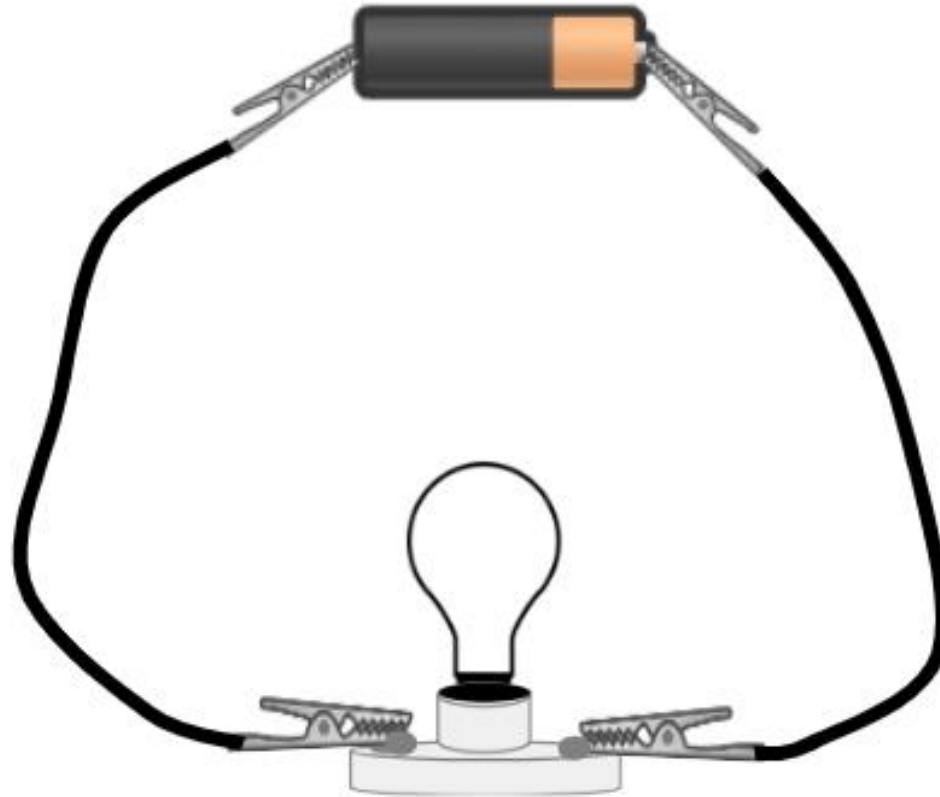


Sometimes **circuits** don't work because one of the components is broken.

Andeep and Sam built this circuit correctly, but the bulb won't light up.

How could they test which component is broken?

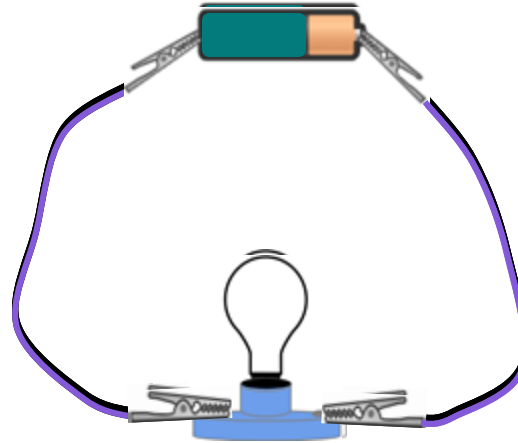
When a **circuit** doesn't work, it is a good idea to test one component at a time rather than replacing all of them.



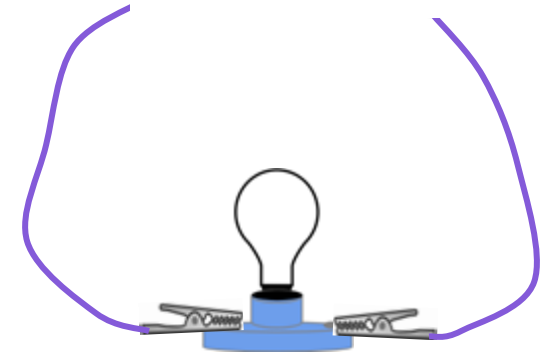
You would start with the **complete** working **circuit**.

Then you could replace the working bulb with your test bulb.

If that works, you could then replace the working cell with your test cell.



testing wire 2it



test circuit (non-working)

If that works, you could replace each wire, one at a time.

It is like changing just one variable in an investigation.

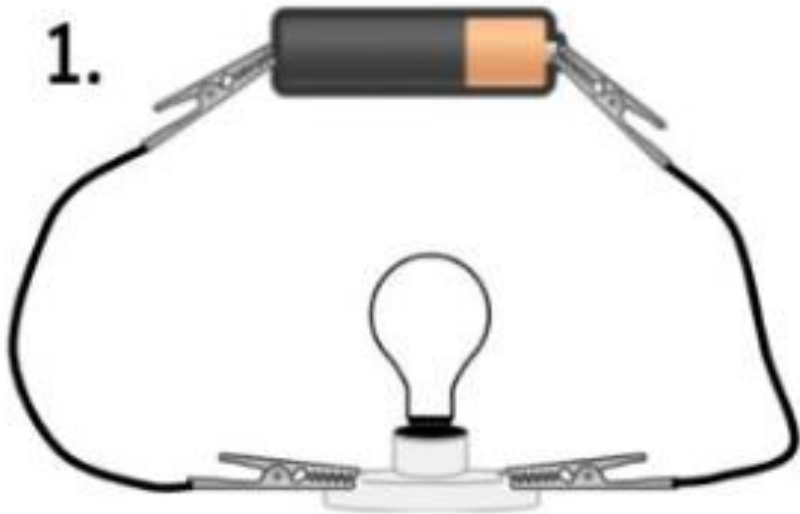




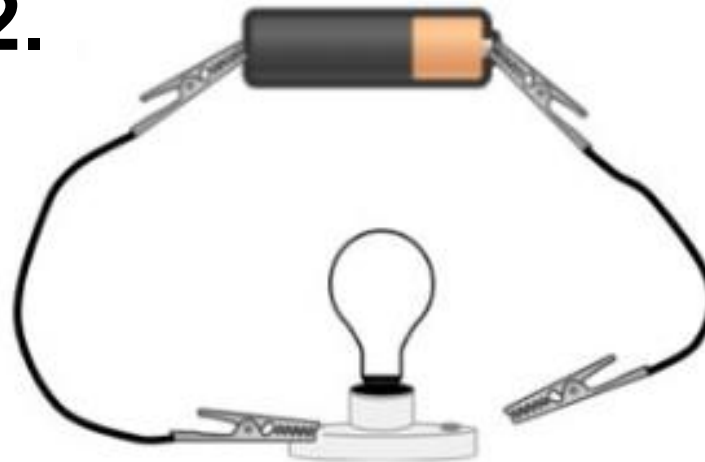
Not all of these circuits are complete. For each circuit:

- Write a prediction, stating whether you think the circuit will work
- Build it to test your prediction
- Write whether you were correct or not, and explain why.

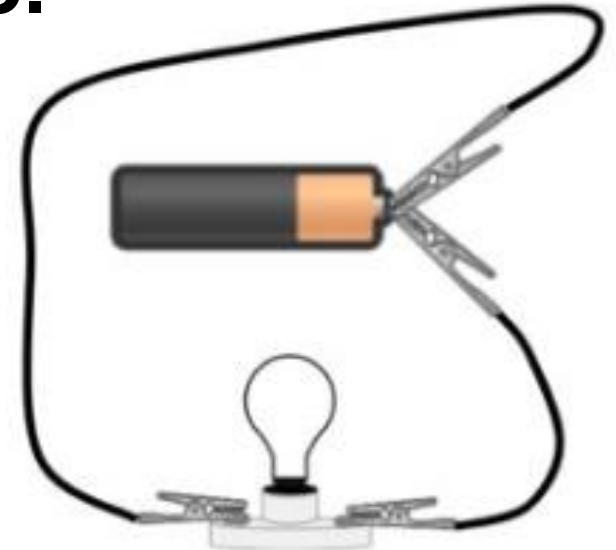
1.



2.

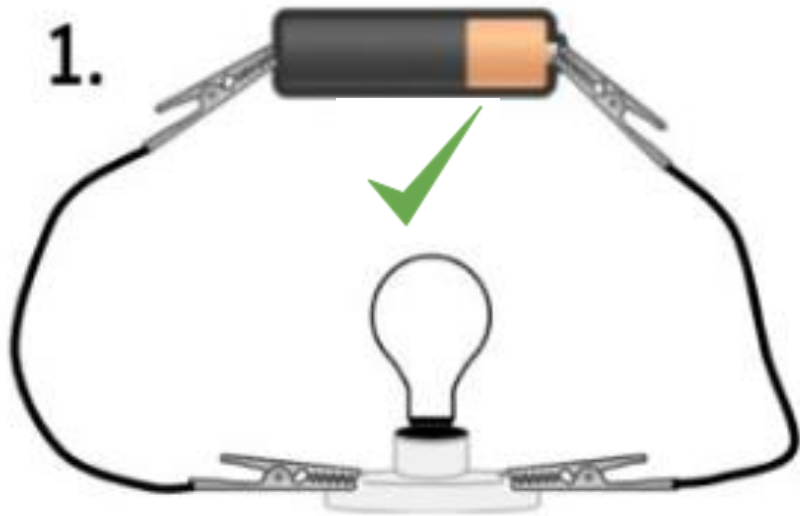


3.

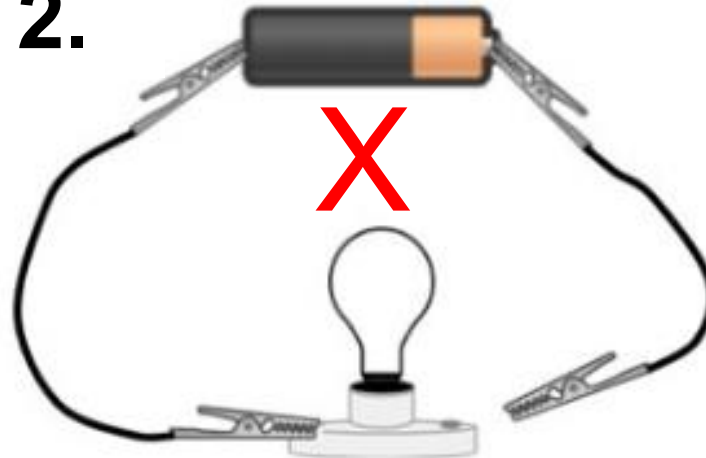


Were you correct?

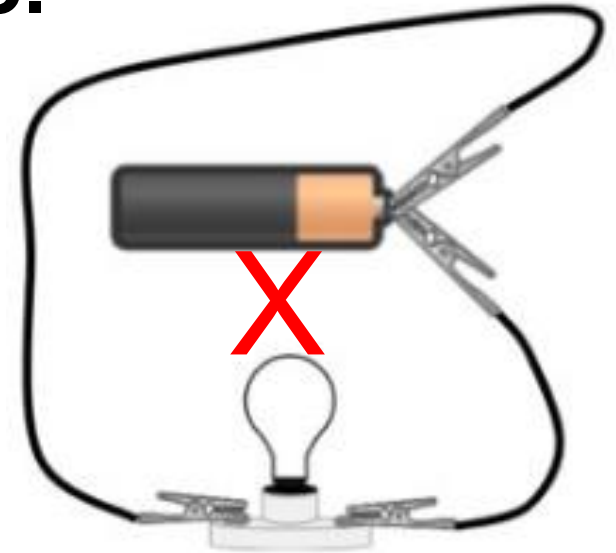
1.



2.



3.

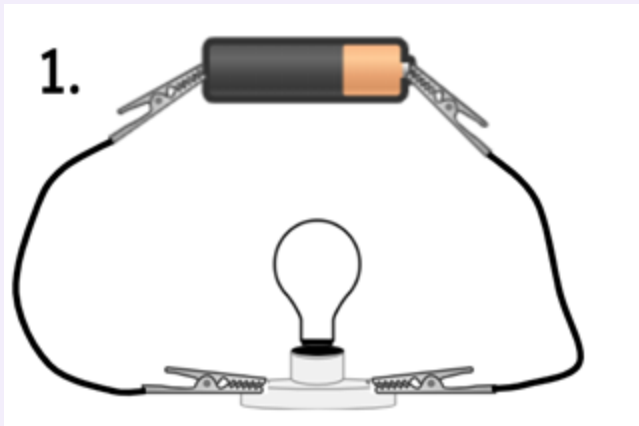


### EXAMPLE:

I predict that this bulb will light because the components are in a loop and I can trace my finger all the way around.



Sam



Electricity and **circuits** are just about everywhere and are a part of most of our daily lives.

There are electrical circuits all around our houses in our fridges, in our microwaves, in our television and in our mobile phones.



Our homes contain many circuits.



**Electricians** are experts in electrical **circuits** and help keep us safe when we use electricity.

They check if circuits have been built incorrectly and for improper wiring.

Faulty or **incomplete** circuits can be dangerous.

The electricity could cause electric shocks or sparks.



an electrician working safely outside



Be careful with plug sockets:

- Turn off plug sockets when you are not using them.
- Don't stick anything, except plugs, into plug sockets.



a plug socket and plug





## Staying safe with electricity in our daily lives

**To avoid the risk of an electric shock, never put liquids near electrical appliances.**

Always dry wet hands before using electrical appliances. Don't leave drinks by electrical appliances.

Don't use electrical appliances in the bathroom or near sinks.



Write a short paragraph answering this question:

**How can we keep safe with electricity?**



# Assessment

1) Which of these careers would check if circuits have been built incorrectly and also check for improper wiring? (Tick 1 correct answer)

Scientist      Electrician

Plumber      Mechanic

2) Which diagram shows a correctly connected cell? (Tick 1 correct answer)

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3) A circuit will not work if it is not part of a complete loop with a \_\_\_\_\_ source.

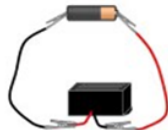
4) Which of these rules should we follow when using electricity and electrical appliances? (Tick 2 correct answers)

- ☐ Don't use electrical appliances in bathrooms.
- ☐ Leave plug sockets on when not in use.
- ☐ Keep electrical cables bundled up in a big ball.
- ☐ Make sure your hands are dry if handling electrical appliances.

5) To solve problems with electrical circuits, which of those do scientists do? (Tick 2 correct answers)

- ☐ test whether the components are connected correctly
- ☐ test whether the components work
- ☐ test whether an electrician has made the circuit

6) Which diagram shows a buzzer correctly connected to the circuit? (Tick 1 correct answer)

☐☐



Thursday 22nd January 2026

TBAT: recognise when I am not physically well or my body is becoming unhealthy.

## **Key vocabulary**

- physical illness
- Location
- trusted people

Turn and talk

# Today's big question:

How can I recognise when I am not physically well or my body is becoming unhealthy, and what can I do about it?



# Turn and talk

What might we start to feel or notice if we are becoming unwell?  
Will we always see or notice anything different?



# Turn and talk

How did you get better?

Which adults helped you?

Did you visit a nurse or a doctor? Did you go to hospital?



Sometimes illnesses can be over quite quickly, such as a cold or flu, but sometimes it can take a long time to get better. Although it can be embarrassing, it is very important to tell an adult and see a medical professional if the problem doesn't get better.

# Independent

In your group, think about who the best people would be to ask for help if you were feeling unwell in different locations. As a team, choose a **‘feeling unwell’** card and then a **‘location’** card. Create a scenario from these and then consider which **‘trusted people’** might help you. (there might be more than one) Work through the different scenarios.

4.1.4a	Feeling unwell
	HEADACHE
	DIZZINESS
	BAD TUMMY
	TEMPERATURE
	LOSS OR GAIN IN WEIGHT
	AN ACHE OR PAIN
	REGULAR LACK OF ENERGY
	A LUMP OR RASH
	OFTEN NOT BEING ABLE TO SLEEP
	SORE MUSCLES

4.1.4b	Location
	SCHOOL
	SPORTS CLUB
	OUT OF SCHOOL CLUB
	SHOPPING WITH FRIENDS
	AT THE PARK
	AT HOME
	AT A FRIEND'S HOUSE
	WALKING HOME FROM SCHOOL
	ON PUBLIC TRANSPORT

4.1.4c	Trusted people
	MUM OR DAD
	YOUR CARER
	A TEACHER
	A TEACHING ASSISTANT
	SPORTS COACH
	CLUB LEADER
	A FRIEND
	FRIEND'S PARENTS OR CARERS
	DOCTOR
	NURSE
	POLICEWOMAN OR MAN
	BUS DRIVER OR TRAIN GUARD