

Monday 12th January  
Morning Challenge

***Creating diminutives using prefixes micro- or mini-***

minibus  
miniskirt  
minicam  
minibeast  
minicab  
minimum  
microscope  
microchip  
microphone  
microwave



**Challenge – Write a sentence including a spelling with  
a relative clause.**

12.01.26

TBAT: know common fractions and decimal equivalents

3 in 3

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

1. What is 12.349 rounded to the nearest:

- Whole number
- Tenth
- hundredth

2. What is £56.90 shared by 100 people?

3. Complete this calculation with the correct symbol.

$12.39 \times 100$  \_\_\_\_  $12,399 \div 1000$

**What do you need to do to 5,678,989 to make it 5.678989?**

12.01.26

TBAT: know common fractions and decimal equivalents

Explain how you know  $0.25 = \frac{1}{4}$ .

Explain how you know  $0.75 = \frac{3}{4}$ .

**Challenge** - How are the two statements linked?

12.01.26

TBAT: know common fractions and decimal equivalents

What is the value of each digit?

How would you write the decimal as a fraction?

0.1    0.2    0.25    0.75

0.01    0.02    0.5

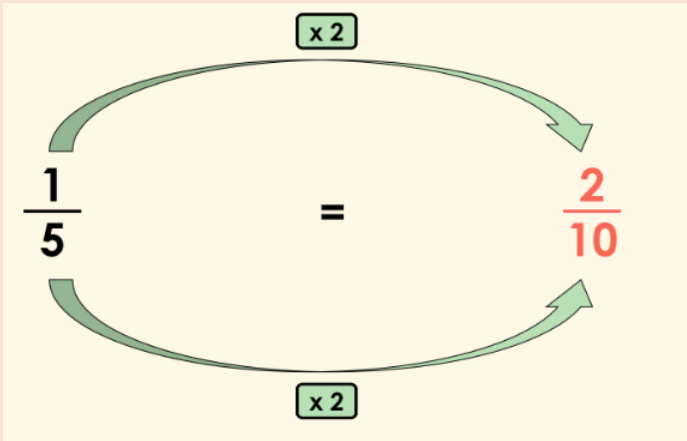
**Challenge** - How many equivalent fractions can you think of for  $\frac{25}{100}$ ?

12.01.26

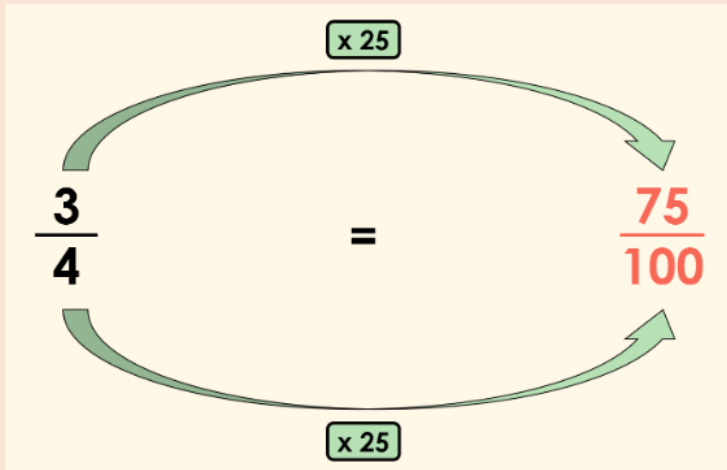
TBAT: know common fractions and decimal equivalents

Using the common denominator.

If



and



Write the decimal equivalents.

$\frac{3}{20}$

$\frac{4}{5}$

$\frac{3}{5}$

$\frac{20}{25}$

$\frac{7}{25}$

$\frac{2}{20}$

12.01.26

**Warm Up**

TBAT: know common fractions and decimal equivalents

Match the decimal to the corresponding fraction.

0.2

5/10

0.19

19/100

0.5

43/100

0.7

6/10

0.43

2/10

0.6

7/10

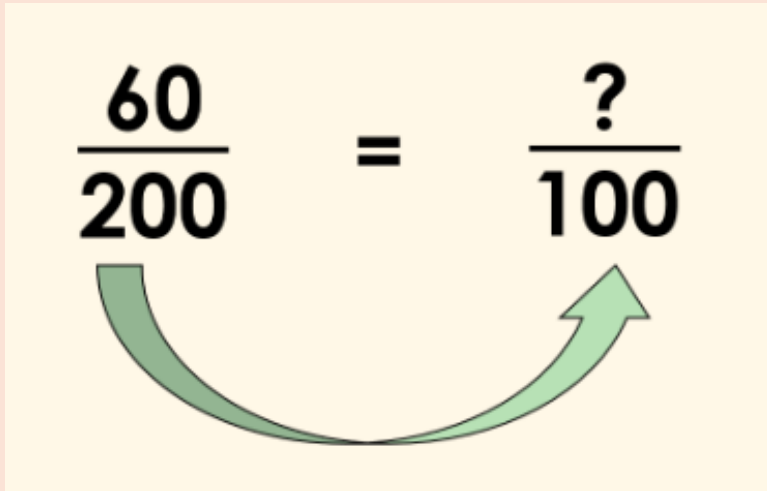
**True or false?**

$\frac{4}{5}$  is the same as  $\frac{8}{10}$

12.01.26

## TBAT: know common fractions and decimal equivalents

Can we convert this fraction to then help us turn it into a decimal?


$$\frac{60}{200} = \frac{?}{100}$$

$$80/200$$

$$90/300$$

$$40/200$$

$$30/300$$

**Challenge** – How many fractions can you think of that are equivalent to 0.2?

12.01.26

## TBAT: know common fractions and decimal equivalents

1.  $0.75 =$

2.  $\frac{3}{4} =$

3.  $\frac{9}{100} =$

4.  $\frac{15}{100} =$

5.  $\frac{6}{200} =$

6.  $\frac{90}{300} =$

7.  $0.5 =$

**RP** –

Is the number statement true or false? Explain your reasoning.

$$\frac{9}{50} > 0.2$$

### Mastery Challenge -

Which is the odd one out? Explain your reasoning

A

$$\frac{68}{200}$$

B

$$0.34$$

C

$$0.034$$

D

$$\frac{34}{100}$$

### Challenge

Use these digit cards to make a fraction and its decimal equivalent. You can only use each card once.

$$\frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}\boxed{0}} = 0.\boxed{\phantom{0}}\boxed{\phantom{0}}$$

$\boxed{9} \quad \boxed{5} \quad \boxed{4} \quad \boxed{2}$

### Mastery with Greater Depth -

Which is the odd one out?

$$\frac{2}{5}, 0.4, \frac{4}{10}, \frac{3}{6}, \frac{6}{15}$$

Explain your choice.

Put the following numbers into groups:

$$\frac{3}{4}, \frac{3}{2}, 0.5, 1.25, \frac{3}{8}, 0.125.$$

Explain your choices.



Monday 12th January

TBAT: explain how narrative content is related and contributes to meaning.

3 in 3

As human activity changes over the centuries, so does the size of its settlements. This is as true around the world as it is in the United Kingdom. In England, London has been the largest city since the Norman conquest in 1066. Meanwhile, other places have risen or fallen in the rankings depending on how people's jobs have changed. For example, some 700 years ago, farming and sea trade were really important, so places like Bristol, King's Lynn, Lincoln and Norwich were amongst the largest in the country. Fast-forward a few hundred years and the scene looked very different. Huge new factories and mills drew people in from the fields. That meant that places like Manchester and Birmingham rapidly grew to become amongst the top five cities by population in England.

1. Which word in the first sentence means the same as towns or villages?
2. In what year was the Norman conquest?
3. Which **two** activities does the text say were 'really important' 700 years ago?

Monday 12th January

TBAT: explain how narrative content is related and contributes to meaning.

Words we will find in the text:

- **Dais** – A raised platform in a hall, often where important people sit.
- **Decanter** – A glass container used for serving wine or other drinks.
- **Retiring Room** – A private room where people go to relax after a formal event.
- **Steward** – A person responsible for managing food and service in a hall or event.
- **Partial** (in “very partial to that”) – Having a liking or preference for something.
- **Laboriously** – Done with a lot of effort and difficulty.



Monday 12th January

TBAT: explain how narrative content is related and contributes to meaning.

Multiple Choice

1. What does the extract suggest about Lyra's feelings when she enters the Retiring Room?

She feels nervous and wants to leave immediately

She feels excited and wants to explore

She feels bored and uninterested

She feels angry that she is not allowed in

2. What does the word “**laboriously**” in the sentence “*pulled it laboriously on*” suggest about the Master?

He is very strong and quick

He is tired and doesn't want to wear the gown

He finds it difficult to put on the gown

He is angry about wearing the gown

Monday 12th January

TBAT: explain how narrative content is related and contributes to meaning.

Word Meaning

1. “*Lyra reached the dais and looked back at the open kitchen door...*”, what does the word **dais** mean?

**type of chair    raised platform in a hall    long wooden bench    doorway leading outside**

2. What does the word **laboriously** suggest in the sentence “*pulled it laboriously on*”?

**quickly and easily    with great effort and difficulty    happily and cheerfully    without thinking**

3. In the phrase “*His Lordship is very partial to that*”, what does **partial** mean?

**he dislikes it    he is unsure about it    he likes it very much    he only drinks it sometimes**

4. What does the word **decanter** refer to in the sentence “*He took the stopper out of the mouth of a decanter...*”?

**container for wine or other drinks  
cupboard for storing bottles**

**type of glass used for drinking  
tool for opening bottles**

Monday 12th January

TBAT: explain how narrative content is related and contributes to meaning.

Narrative Contributes to Meaning

**Draw lines to match each part of the story with the correct quotation from the text.**

<b>Setting</b>	“Lyra and her dæmon moved through the darkening Hall...”
<b>Action</b>	“She had lived most of her life in the College, but had never seen the Retiring Room before...”
<b>Suspense</b>	“Crouching behind the high table, Lyra darted along and through the door into the Retiring Room...”
<b>Past events</b>	“The door opened, and the light changed in the room...”
<b>Character</b>	“Lyra’s excitement and curiosity show she is brave and adventurous.” <i>(or use direct text: “Don’t be silly! I want to look around!”)</i>

Monday 12th January

TBAT: explain how narrative content is related and contributes to meaning.

Narrative Contributes to Meaning

1. Why does the author describe the Hall as “darkening” at the start of the extract? Explain how this detail contributes to the mood of the scene.
2. How does the description of the Retiring Room (bright blaze of logs, silver smoking-mill, green leather armchairs) help the reader understand the difference between this room and the Hall?
3. What does the conversation between the Master and the Butler reveal about Lord Asriel? How does this information build tension in the story?
4. How does the author use Lyra’s thoughts and actions (hiding behind the chair, feeling pleasantly excited) to show her character and create suspense?

**Challenge – (3 marks)**

**How does the author use contrasts between light and darkness throughout the extract to create mood and tension? Use examples from the text to support your answer.**

Monday 12th January

# Dance

**To use changes in dynamics in response to the stimulus.**

## Success Criteria

---

- Use counts of 8 to help you to stay in time with each other.
  - Use strong, confident actions.

Monday 12th January

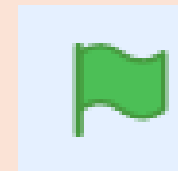
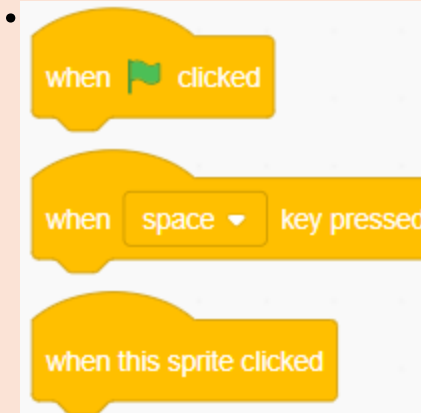
KQ: Can I define a 'variable' as something that is changeable?

Recap - Match the vocabulary to the image.

**Sprite**

**Go**

**Events**





# Keywords

change

to update the value of something in a program

variable

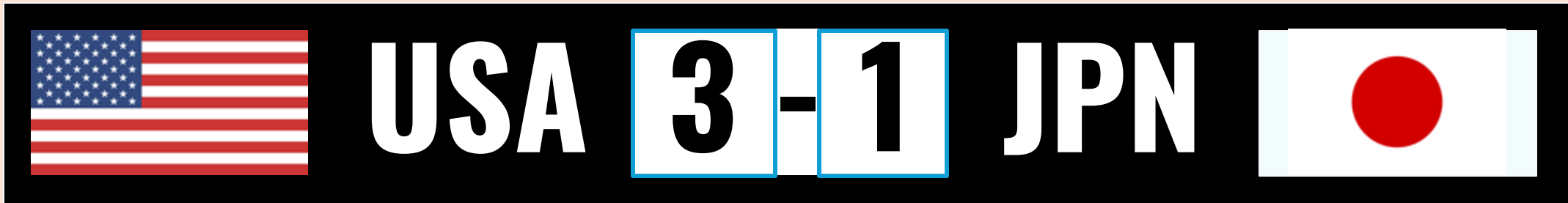
a named piece of data stored in a computer's memory which can be accessed and changed by a computer program

name

the label given to a variable so that the programmer knows what it is for

value

the numbers or text stored in a programming variable which can be used or changed



home score

away score

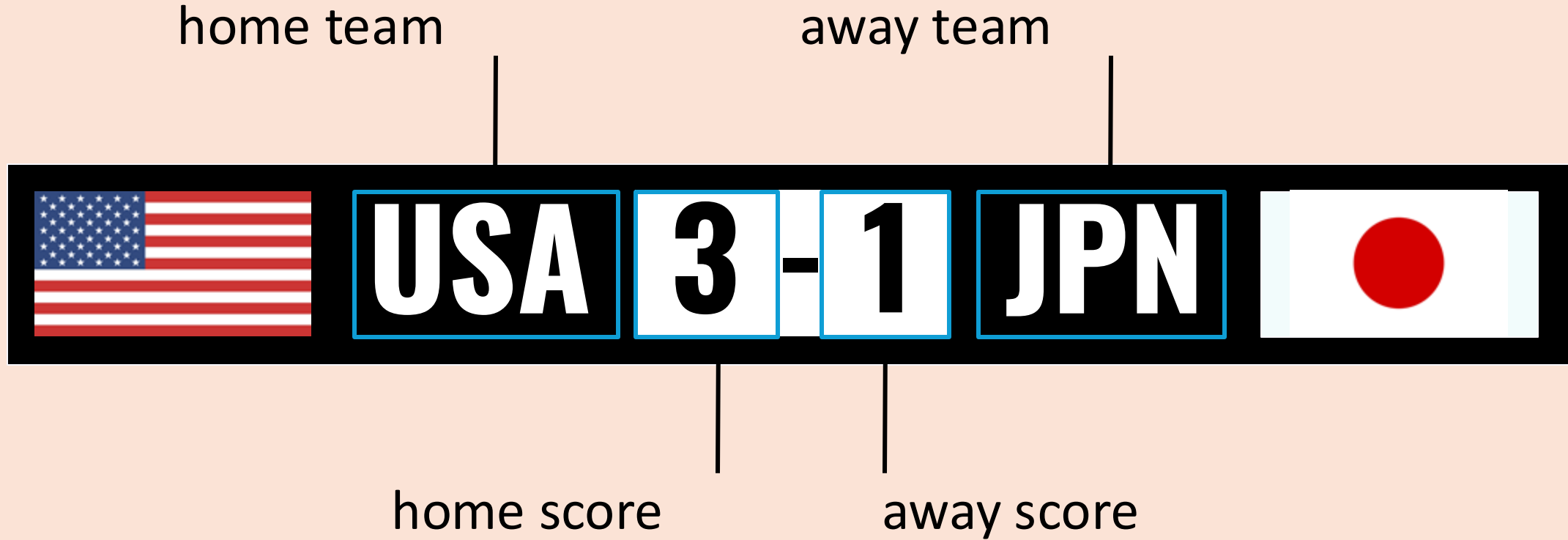
On the scoreboard, there are two score **variables**.

home team

away team



There are also **variables** for the teams that are **letters**.  
These **variables** can also **change**.



When new teams play, the team name **variables** will **change**.

Monday 12th January

KQ: Can I define a 'variable' as something that is changeable?

## Changing the score



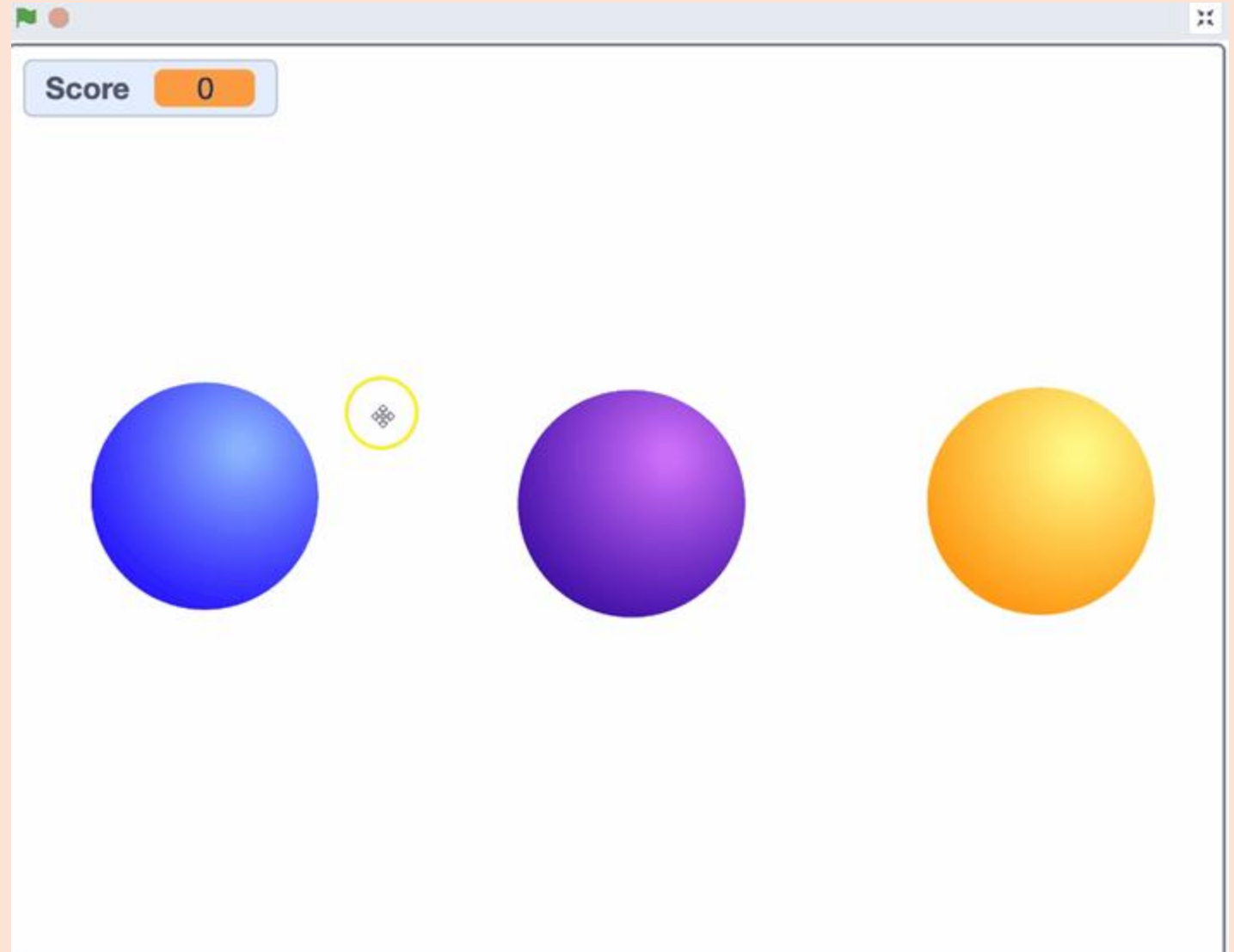
When a goal is scored, the value in the variable changes. In this example, it is a number that changes.

Look at this Scratch project animation.

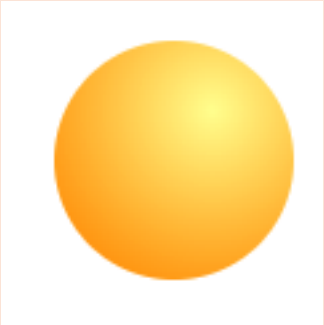
What **changes** in the project?

The score **changes**.

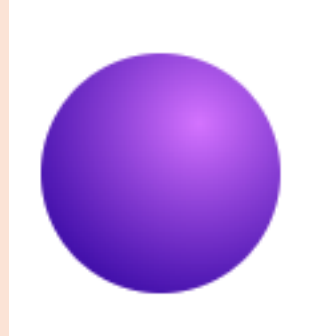
In this project, score is the **name** of the **variable**.



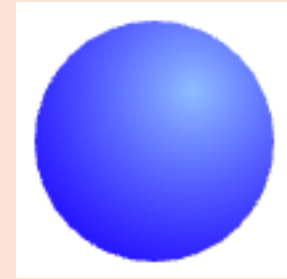
This is the code that was used in the program.



yellow ball



purple ball



blue ball



## Variables are named.



blue ball

The **name** is the label given to a **variable** so the program knows what it is.

This program uses the **variable** that is **named** “score”.



variable



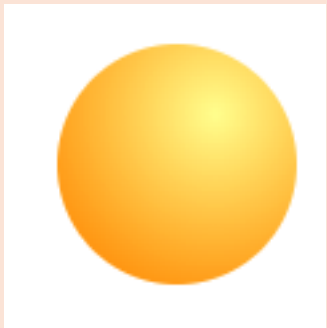
What is the difference in these code sequences?



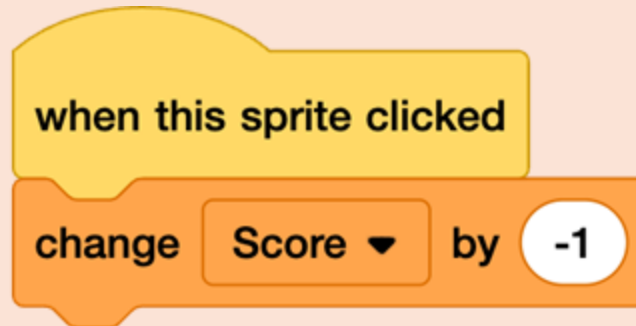
blue ball



The blue ball code increases the score **value** by 1.





yellow ball



The yellow ball code decreases the score **value** by -1.

This program's design can also be shown in a table.

	sprite	event	change in value
	blue ball	when sprite clicked	add 1
	purple ball	when sprite clicked	add 3
	yellow ball	when sprite clicked	subtract 1

Monday 12th January

KQ: Can I define a ‘variable’ as something that is changeable?

Now, complete your own design on the table.

**Note:** You can only add or subtract to change the value of these variables.

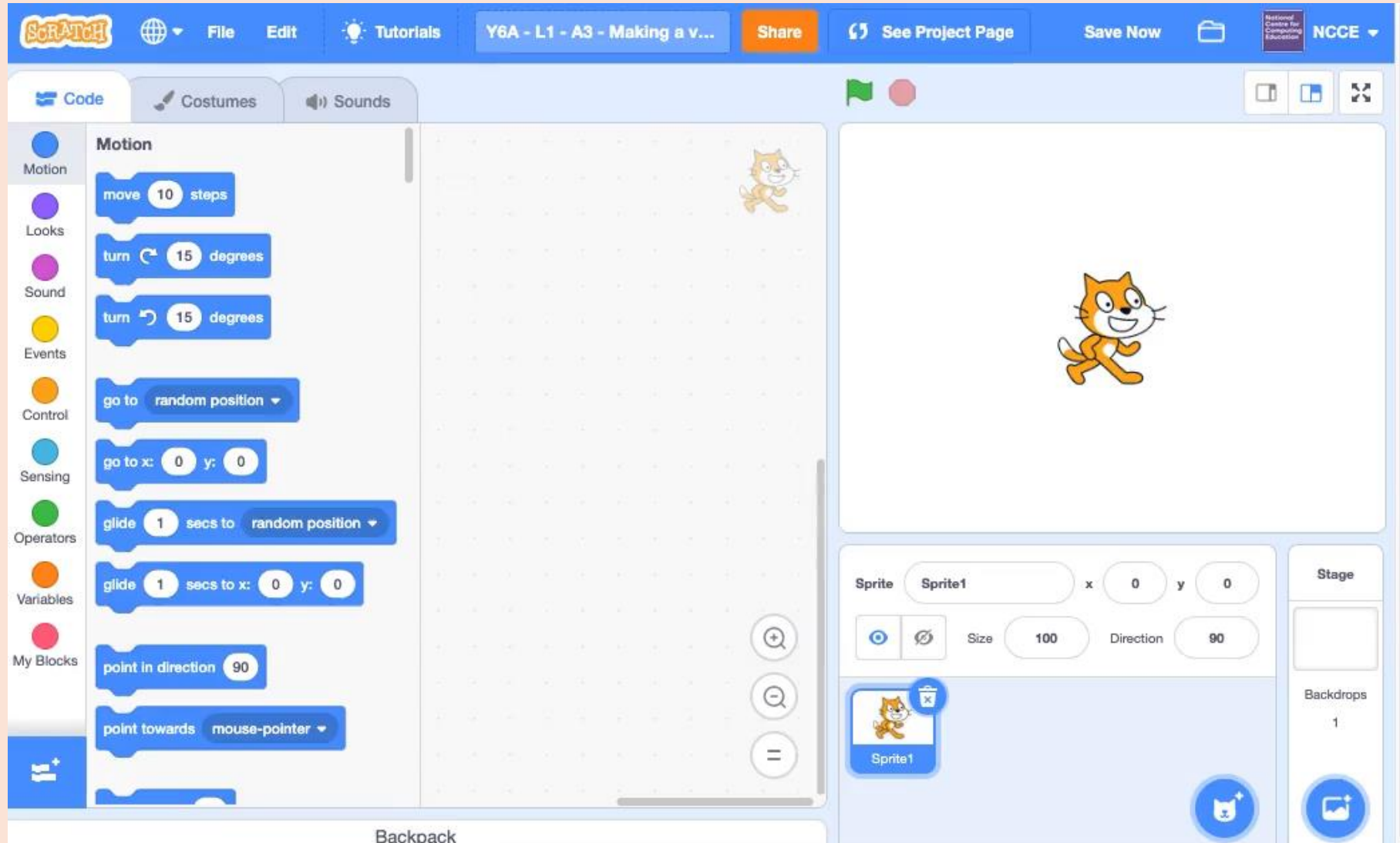
Here is an example...

Sprite	Event	Change in value
Cat	When clicked	Add 2
Dog	When clicked	Add 5
Bird	When clicked	Subtract 3

Sprite	Event	Change in value

Monday 12th January

KQ: Can I define a 'variable' as something that is changeable?



Monday 12th January

KQ: Can I define a ‘variable’ as something that is changeable?

**Task:** Use your design to make your own project with three sprites.  
When you click on each sprite, the score should change by a different amount.

**Challenge - Find the values of the variables.**

**GER****0 - 1****MEX**

**SWE****3 - 1****KOR**

Mexico	
Sweden	
Korea	
Germany	

Monday 12th January

KQ: Can I define a ‘variable’ as something that is changeable?

## Exit Quiz

1 What is a variable in a computer program? (Tick **1** correct answer)

- ☐ a named piece of data stored in a computer’s memory
- ☐ a type of sprite
- ☐ the background of the stage
- ☐ a sound effect

2 What is the label given to a variable called?

\_\_\_\_\_

3 What can a variable store? (Tick **1** correct answer)

- ☐ only numbers
- ☐ only pictures
- ☐ only sounds
- ☐ numbers or letters

## Challenge

Put these steps in order for using a variable in a project: (Use numbers to show the correct order)

	Create a variable and give it a name.
	Set the starting value of the variable.
	Change the value as the programme runs.
	Decide what information you need to store.