

$$50,000 + \underline{\quad} + 60 = 52,060$$

Partition 509,975

$$3\text{l} = \underline{\quad}\text{ml}$$

$$586\text{ml} = \underline{\quad}\text{l}$$

Write the common factors of 8 and 10

$$\frac{3}{4} + \frac{1}{3} \qquad \frac{1}{2} - \frac{2}{5}$$

Music

Tuesday 30th April 2024

TBAT: identify changes in tempo and their effects and explore and understand phrase structure of a song melody.

[Collins Connect](#) - At the movies – Lesson 3 – Action mouse

Warm up – Focus builder – Clap 2, 3, 4.

Activity 1 - Listen to the song *Action Mouse*. Notice that each verse has a different tempo: 1– medium; 2 – slow, 3 – fast. Join in singing the song at the different tempi with the performance track. Look at the Action Mouse phrases display. Explain that the melody is constructed from four different phrases (W X Y and Z) which are repeated in the order: W W X X Y Y Y Z to make the complete melody.

Activity 2 - Watch the *Action Mouse* movie. Notice how phrases from the song are performed at different speeds to mimic the energy and movement of the mouse on screen. Follow the structure of the melody and the changes in tempo for each section of the Action Mouse movie, whilst listening to the *Melody* track.

Activity 3 - Watch the *Running Rodent* movie. Notice that it has three sections: medium; fast; slow. Watch the movie again and all clap along with the click track. Be ready to change speed for each section. Watch the *Running Rodent with melody* movie. Notice how melodic phrases from *Action Mouse* have been used to create a melody for the Running Rodent movie.

TBAT- compare decimal numbers.

3 in 3

1) $8.07 \times 100 =$

2) What is the value of the digit 5.

a) 45.78 b) 5,870 c) 2.35

3) 6.67 rounded to the nearest whole number is 6.

True or false?

Daily 10 x 8

Daily 10 - Mental Maths Challenge - Topmarks

What is my number?

Blue

0.67 0.76 0.677 0.776

Write these numbers in descending order.

Green

1.45 1.405 1.44 1.54

Challenge: Write a number that could be placed between the second and third number you have written.

Talk partners:

Use each digit card only once to complete the statement.

5

7

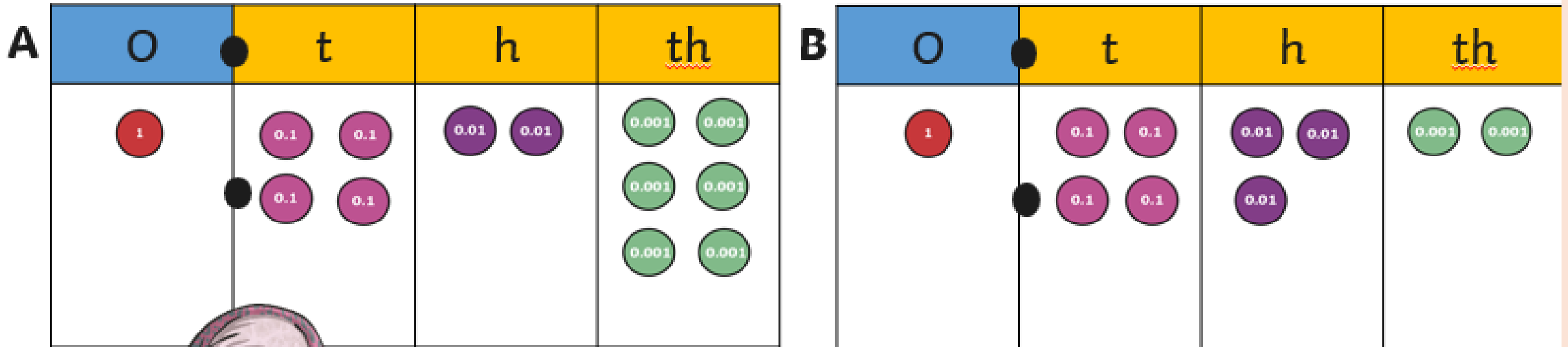
7

8

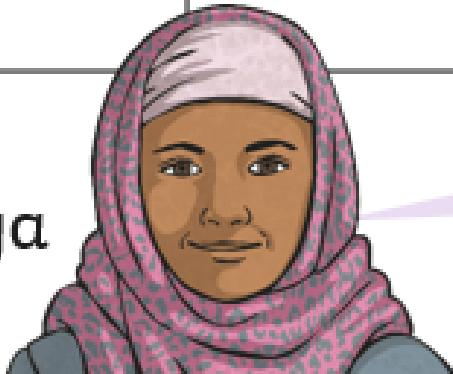
3

$$4.\boxed{}\boxed{}5 < 4.\boxed{}\boxed{}\boxed{}$$

Priya is comparing the numbers represented in these place value charts. Is Priya's statement correct? Explain how you know.



Priya



The decimal number represented in place value chart A is greater than B as it has more counters in the thousands column.

Elena is thinking about how to order these decimal numbers.

0.2

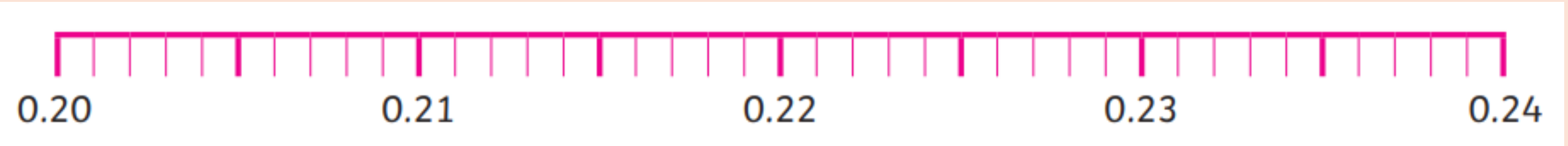
0.01

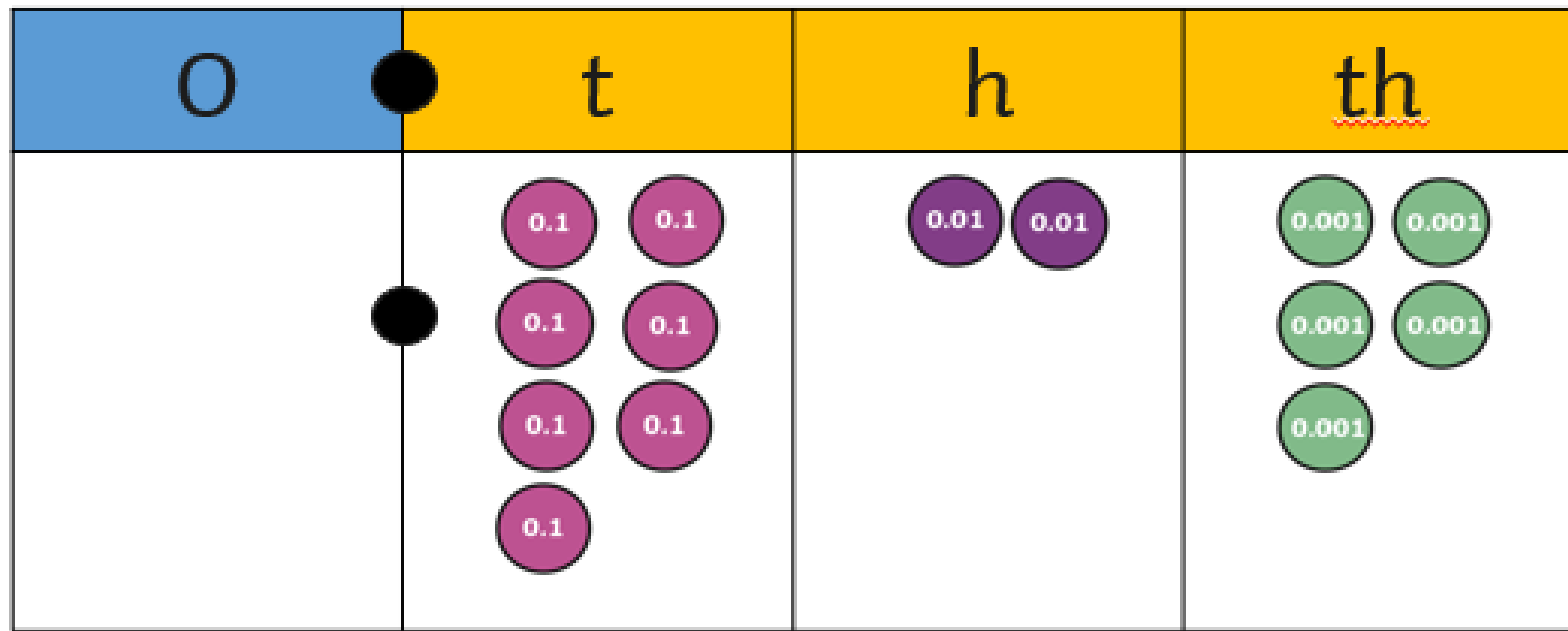
0.101

0.2 must be the smallest number as it has the fewest digits after the decimal point and 0.101 must be the greatest number as it has the most digits after the decimal point.

Elena

Do you agree with Elena's reasoning?
Explain your answer fully.





Blue

$$0.725 < 0.890$$

$$0.81 < 0.725$$

Green

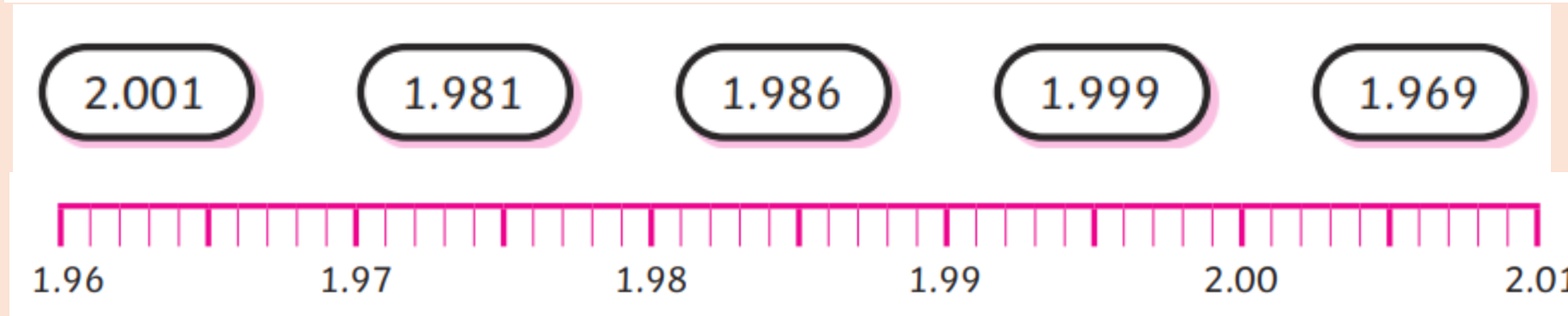
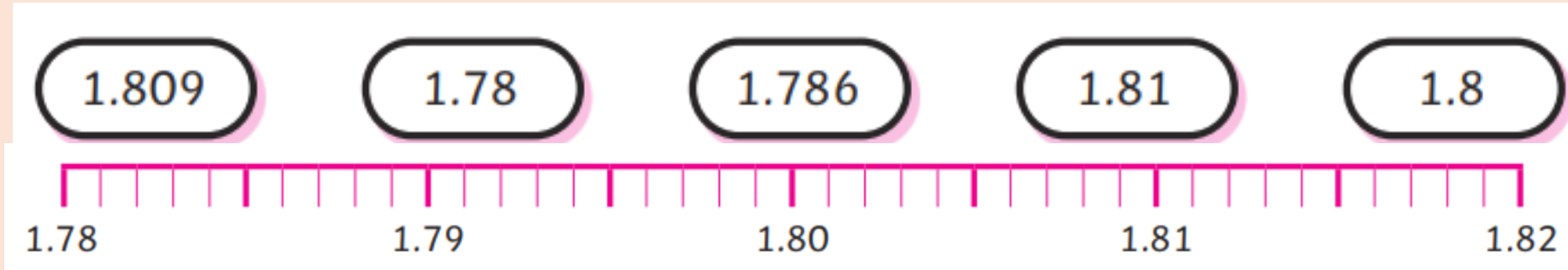
$$0.725 > 0.9$$

$$0.801 > 0.725$$

Challenge: Select one and explain how you know it is correct or incorrect.

Independent:

Write the decimals in ascending order and then place them on the number line.



Emily

2.93 is my number.
I have fewer digits
so my number must
be smaller.



Hari

2.891 is my number.
I have more digits
so my number must
be greater.

Do you agree with Emily or Hari? Explain your answer.

Record these answers in your books.

3) True or false?

- a) $0.643 > 0.589$ b) $0.65 < 0.643$
c) $0.643 > 0.7$ d) $0.55 < 0.643$

4)

Elena has been ordering decimal numbers.

0.618

0.81

0.7

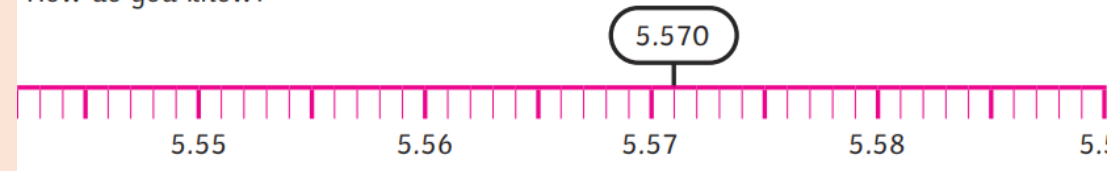


Elena

I have ordered the numbers from greatest to smallest.

Challenge:

Felix's teacher then asks him to find 5.570 on the number line. Is Felix correct? How do you know?



Mastery:

Jia is thinking of a number.

Use the clues to work out what her number could be.

- It has three decimal places
- It is greater than 4.56
- It has an even hundredths digit
- It is less than 4.57



Jia

SPELLING

Tuesday 30th April

Handwriting

What do these words mean?

plough

bough

drought

brought

bought

wrought

thought

ought

borough

thorough

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

3 in 3

Choose one of these **modal verbs** to complete the sentences. You may only use each one once.

will

could not

may

should

can

- a) Try as she might, she _____ get the ball in the tiny hole.
- b) If Hamza doesn't already brush his teeth well, then what the dentist told him _____ make him try harder.
- c) For all we know, that _____ be the quickest route after all.
- d) Letitia has improved a lot – she _____ do things she never would have dreamed of when she began.
- e) Because it is an emergency, I _____ get there as quickly as I can.

Underline all of the **modal verbs** in the paragraph below:

It would have been amazing if we had beaten the record. We knew we could have and, as the minutes ticked down, we really thought we would. There is a lot of belief in the team that we can do this, and we might be back next year for another attempt.

Write a
sentence with a
modal verb

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

What is parenthesis?

Sometimes we want to add a bit of extra information to a sentence as an afterthought. If we left out this extra word or phrase, the main sentence would still make sense. This is called parenthesis.

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

PARTNER TALK

Which sentence uses parenthesis correctly and why?

Parenthesis is extra information that is added within the main clause of a sentence.

It can be marked using brackets.

For example:

My neighbour pays me to mow his lawn. —————> main clause

My neighbour (aged 85) pays me to mow his lawn.

parenthesis

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

PARTNER TALK

Which sentence uses parenthesis correctly and why?

Parenthesis can be marked using dashes instead of brackets.

When the parenthesis is in the middle of the sentence, we use a pair of dashes.

For example:

Luna loves to play in the garden. → Main clause

Luna — **the friendly golden retriever** — loves to play in the garden.
└──┘
parenthesis



LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

PARTNER TALK

Tick two boxes to show where the dashes should go in the sentence below to indicate parenthesis.

This morning, Tommy my best friend fell over on the playground and hurt his knee.

↑

↑

↑

↑

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

PARTNER TALK

True or false? The sentence below needs dashes to indicate parenthesis.

Behind the bush, the fox who was very hungry was waiting to pounce so that he could catch his dinner.

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

PARTNER TALK

Which sentence uses parenthesis correctly and why?

1.

Janelle on the other hand, practically, glided towards the hall.	
Janelle on the other hand, practically glided, towards the hall.	
Janelle, on the other hand, practically glided towards the hall.	
Janelle, on the other hand practically glided, towards the hall.	

2.

"She hasn't – spoken to me since – well, you know since the play."	
"She hasn't spoken to me since well, you know – since – the play."	
"She hasn't spoken – to me since – well, you know since the play."	
"She hasn't spoken to me since – well, you know – since the play."	

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

BLUE

Put parenthesis
punctuation
into these sentences

Mr Smith our neighbour is always outside gardening or washing his car.

For lunch, there were tuna sandwiches which I hate or vegetable soup, and a selection of cakes was also available.

11a. Tick the parenthesis that could fit where the arrow is pointing.

Glittered with jewels and precious gems that the princess had gathered on her travels around the world, ↓ the castle was beautiful.

(she had travelled all around the world)	
(she had visited every continent and corner of the globe)	
(she had collected gems from every country)	

GREEN

Jane who is very intelligent was the first to complete the maths problem and raise her hand.

The ancient city where only ruins remain was once the busiest city in the world but was abandoned during the civil war.

11b. Tick the parenthesis that could fit where the arrow is pointing.

The conversation was not confidential ↓ although they spoke in hushed voices as though they were afraid to be overheard.

(they spoke quietly)	
(they must not be overheard)	
(this was a top secret mission)	

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

Write each sentence with added parenthesis- using brackets or dashes

e.g. My brother never brushes his hair!

My brother, who thinks he's really cool, never brushes his hair! OR

My brother - Jason - never brushes his hair OR

My brother (the scruffiest boy in history) never brushes his hair!

1. I'm going to **a party** on Saturday.

2. We saw **five elephants** at the zoo last week

LITERACY

Tuesday 30th April

TBAT- use brackets and dashes for parenthesis

Recall your trip yesterday- what did you do to start the day?

Write a short diary entry of the beginning of the day - up to arriving at the Tide and Time Museum.

How were you feeling?

What did you do in the morning?

What preparation did you have to do?

INCLUDE PARENTHESIS- brackets and/or dashes.

SCIENCE

Tuesday 30th April


TBAT- compare and group materials based on their response to magnets

3 in 3

1. List 3 properties which a material might have
2. What does a thermal insulator do?
3. Name a material which is opaque

CHALLENGE

Give 2 pros and cons of having a wooden bed.



Properties and Changes of Materials

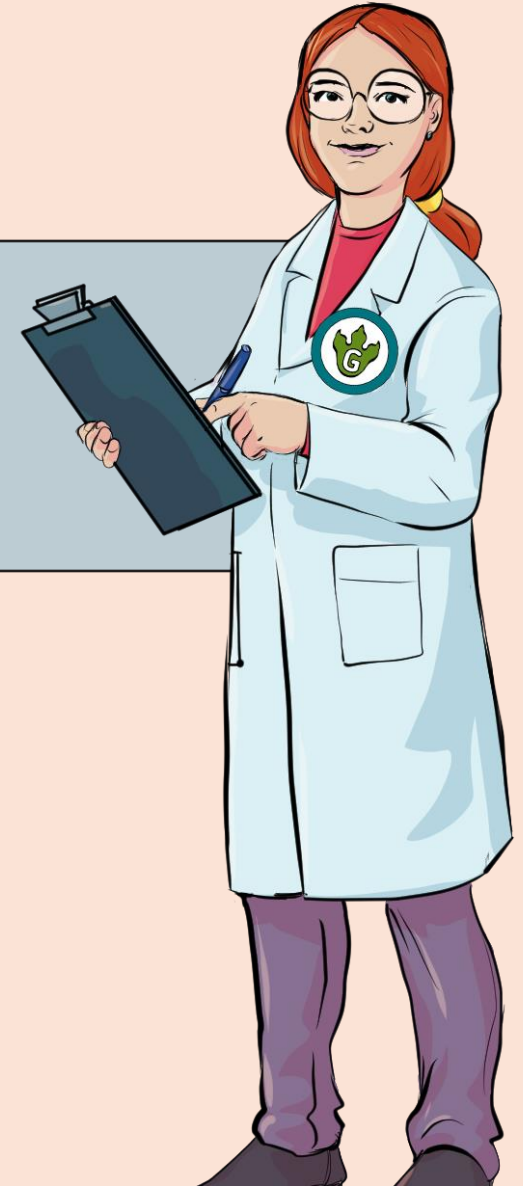
I can compare and group together materials based on their response to magnets.



Thinking Time..



What do we mean when we say something is **magnetic**?

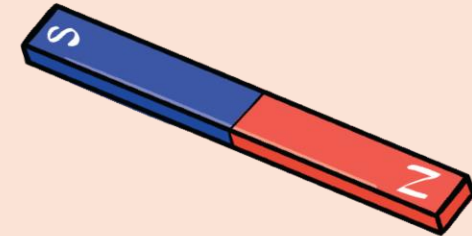
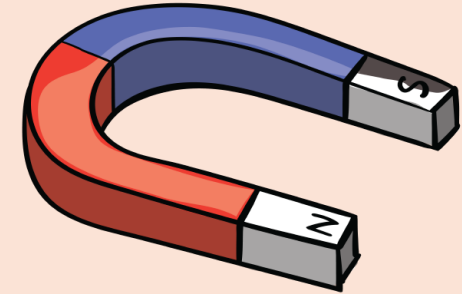


Talk with your partner before we discuss it as a class.

Magnets

Magnetic forces act at a distance. A magnet does not need to be in contact with another object for the magnetic forces to act.

- **Magnets are usually made from iron.**
- The **two ends of a magnet** are called the **magnetic poles**.
- There is a north magnetic pole and a south magnetic pole.
- **Magnets can attract and repel** other objects with their magnetic forces.
- **Magnets can be many different shapes, sizes and colours,** but they will always have a **north and south magnetic pole**.



Dictionary Corner

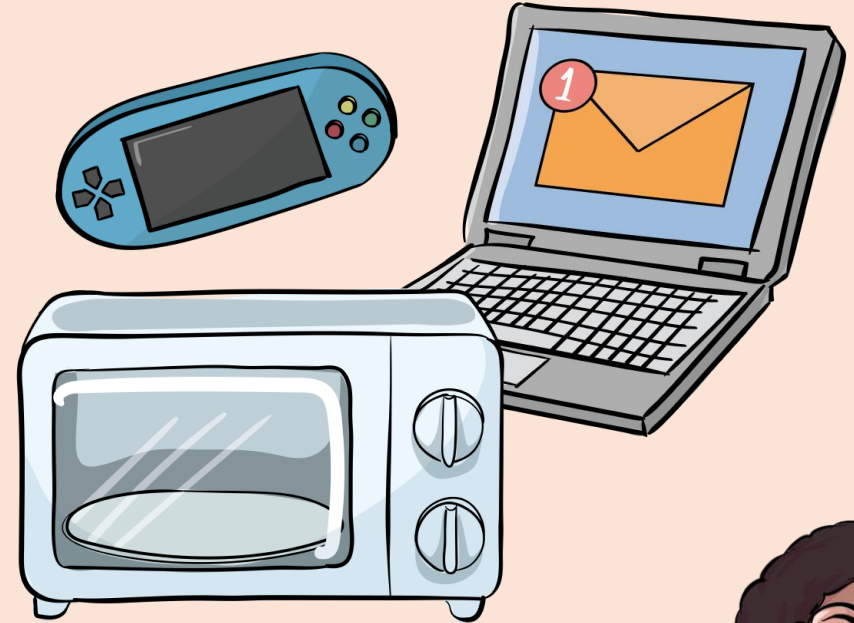
attract – pull towards

repel – push away

Uses of Magnets

Magnets are used all around us. We use them to keep things closed like bags and doors. They are in most **electronic devices**. In fact, **anything that has a motor uses a magnet**.

Televisions, computers and microwave ovens all operate with magnets. Magnets are used to keep refrigerator doors closed and are even mounted on trucks that clean roads. You'll also find magnets in **medical devices** to create a magnetic picture, in **trains**, and the systems used to slow down roller coasters. More uses for magnets are found every day.



Can you think of any other uses for **magnets**?



Magnet Facts

1. Most of the magnets you see around you are **man-made**.

2. **The Earth is a giant magnet.** Its magnetic field is like a bar magnet at its centre.

3. Magnets are usually made from **iron** or **steel**, but **aluminium, steel-iron, copper, nickel** and **cobalt** can also be made into powerful magnets.


4. Many scientists believe that birds can find their way home by using the **Earth's magnetic field** to guide them on long-distance flights.

5. Some vets use magnets to pick up pieces of wire or other metal from inside the stomachs of large farm animals.


6. If you attach a bar magnet to a piece of wood and float it in a bowl of water, it will slowly turn, and the magnet's north pole will point towards the **Earth's North Pole**.

7. A **compass** has a tiny bar magnet in it and works the same way as a bar magnet in water, helping explorers find their way.

Thinking Time...



Which materials do you think will be **attracted to a magnet**?
Which materials do you think will be **repelled from a magnet**?



Discuss with your partner, and be ready to
give feedback to the class.

Group Activity



You will now investigate which materials **are magnetic** and which are not.

You will each have a **magnet**. Place the **magnet** close to the **different materials** and record if the material is **magnetic** or not.

Important!

If the **material** is pulled towards **the magnet**, it is a **magnetic material**.
If the **material** is NOT pulled towards **the magnet**, it is NOT a **magnetic material**.

Activity



1. Complete the table below. Predict and test to see if these materials are magnetic or not.

Material	Do you think it will be magnetic?	Is it magnetic?
wood		
iron		
tin foil		
copper		
plastic		
glass		

2. Now try two objects you can find around the classroom. Test to see if they're magnetic or not, and write your results down on the table above. Remember to write the material, not the object.

3. The Y5 children want to create a buried treasure game for Y1 using a sand tray. The Y1 children will have to find items buried in the sand using only a magnet in the game. Name four objects that could be buried in the sand that the children will be able to find with a magnet.

Tuesday 30th April

TBAT- compare and group materials based on their response to magnets

Ali is investigating magnetic materials and records some of his observations. He thinks that all metals are magnetic. Which of his observations support his idea? Put one tick on each row of the table.

Observation	Supports Ali's idea	Does not support Ali's idea
The iron nail is attracted to the magnet.		
The steel clip is attracted to the magnet.		
The copper coin is not attracted to the magnet.		
The gold ring is not attracted to the magnet.		

Is Ali correct? Are all metals magnetic?

Tuesday 30th April

TBAT- compare and group materials based on their response to magnets

Challenge



I think that **all metals are magnetic.**



I disagree with you. I think that some **metals are not magnetic.**

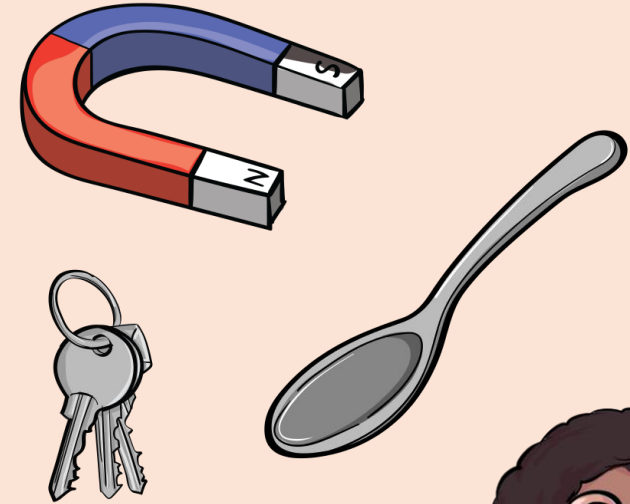
What do you think? Explain your reasons.

Magnetic Materials

Magnets can attract other magnets, but they can also attract magnetic materials. **Magnetic materials are always metals**, but only a **few metals are magnetic**.

Iron IS magnetic, so **any metal with iron** in it will be **attracted to a magnet**. Steel contains iron, so a steel paperclip, for example, will be attracted to a magnet.

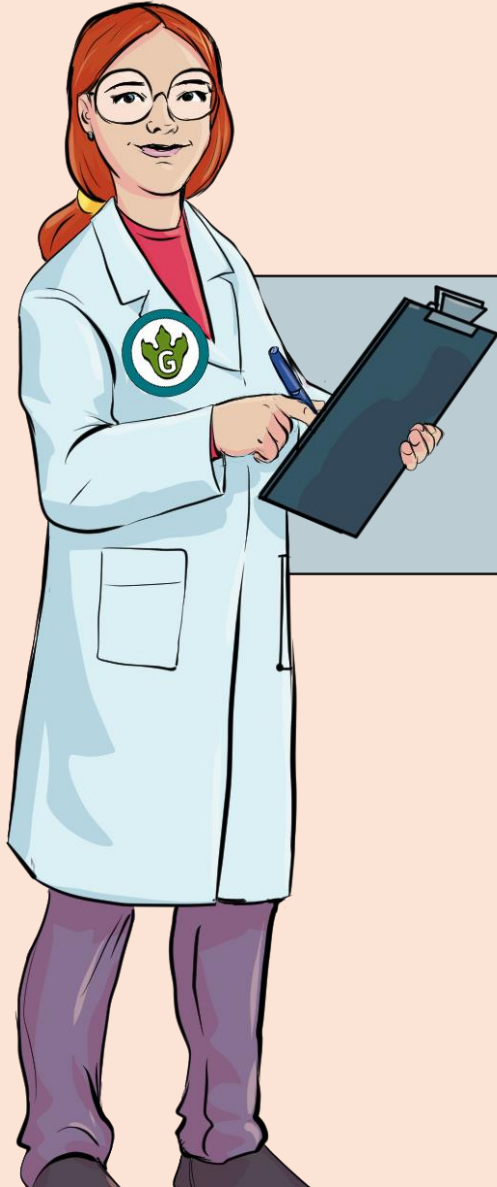
Most other metals, for example, **aluminium, copper and gold**, are **NOT magnetic**. An aluminium drink can, for instance, will not be attracted to a magnet.



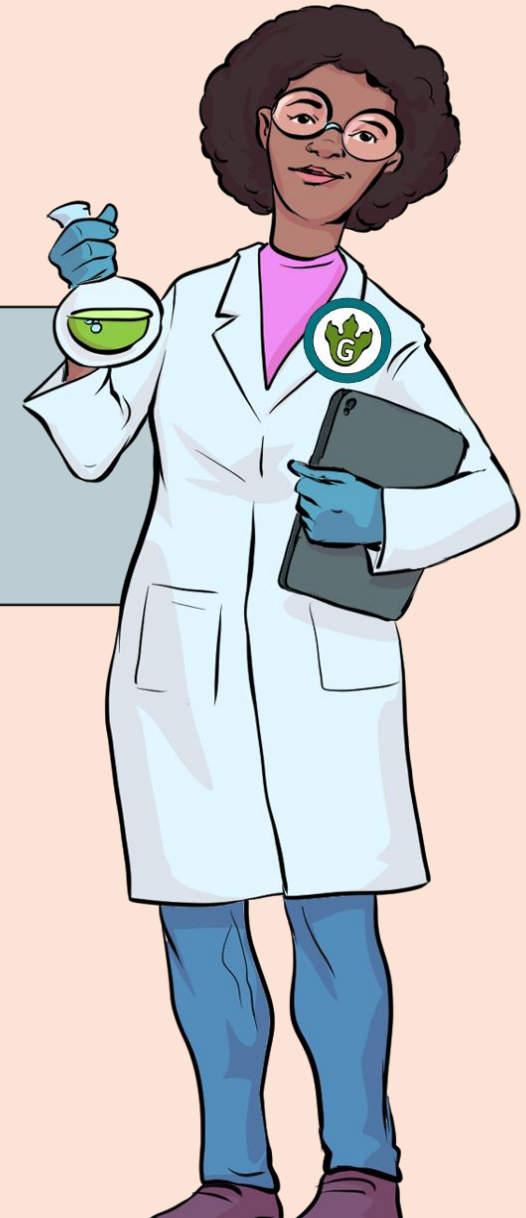
Does this match your results?



What did we find out?



Which materials did you find are **magnetic**?
Which materials did you find are **not magnetic**?



PE - Cricket

Tuesday 30th April

TBAT- develop batting skills, identify when I am successful and what I need to do to improve.

How do you bowl a bowl overarm?

How to we catch with accuracy?

PE - Cricket

Tuesday 30th April

TBAT- develop batting skills, identify when I am successful and what I need to do to improve.

Batters, ready:

Demonstrate the technique for batting.

Grip: fingers and thumbs wrapped around the handle. Make a 'V' using thumb and forefinger in line with the spine of the bat (the side of the bat that sticks out).

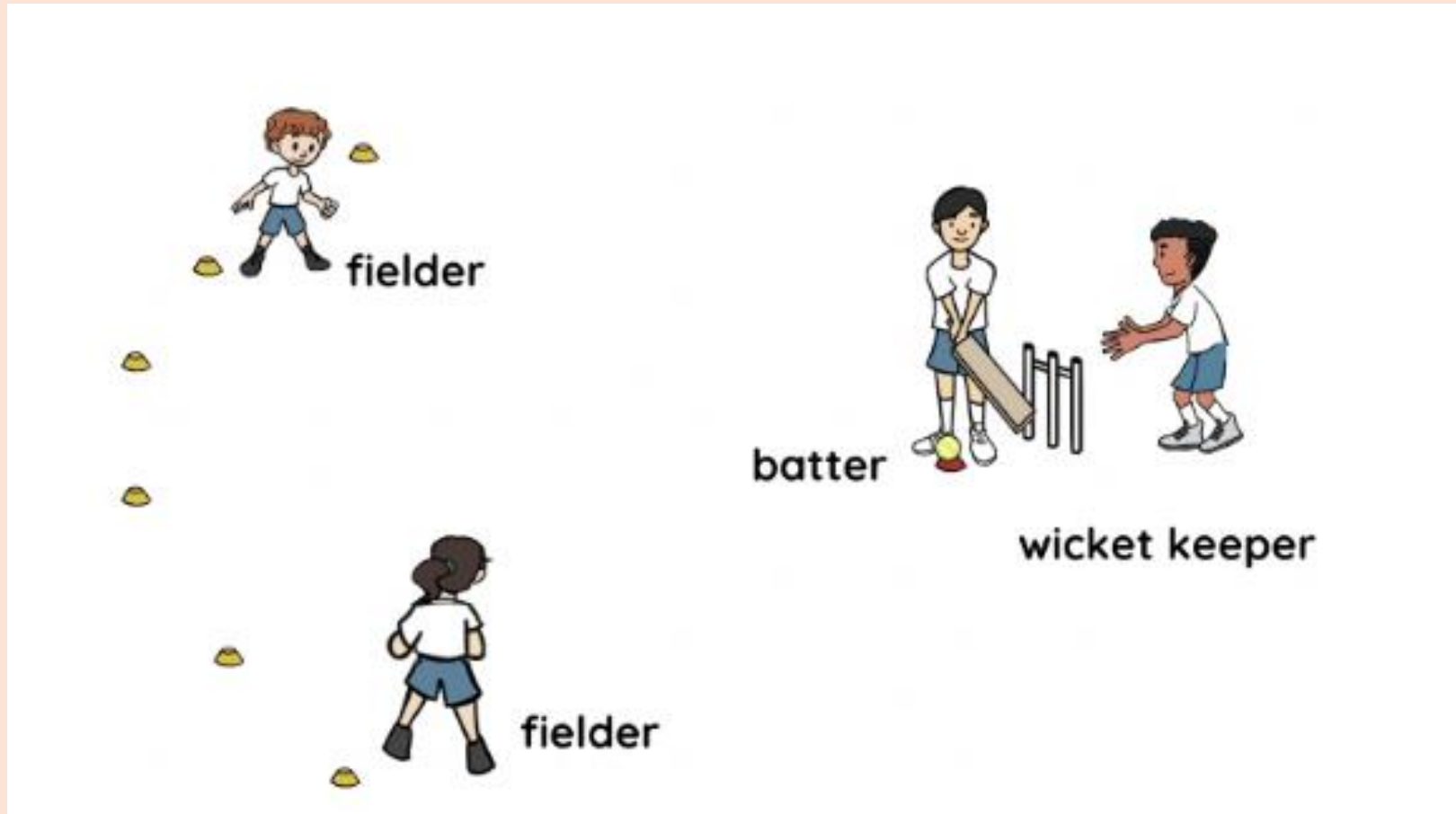
Dominant hand at the bottom, non-dominant at the top. Stance: feet parallel, shoulder-width apart, knees slightly bent, head still so that you are balanced. Swing: push the bat straight, swing arms away from the body and step forwards for power and momentum. Non-dominant elbow (top hand on the bat) comes high.



PE - Cricket

Tuesday 30th April

TBAT- develop batting skills, identify when I am successful and what I need to do to improve.



PE - Cricket

Tuesday 30th April

TBAT- develop batting skills, identify when I am successful and what I need to do to improve.

Run if you have hit it away from fielders. Swing: push the bat straight, swing arms away from the body and step forwards for power and momentum. Non-dominant elbow (top hand on the bat) comes high. Finish with the bat pointing in the direction you want the ball to go. Fielders communicate who will collect the ball. Use an overarm throw to return the ball over distance.

Make this easier by shortening the distance between the wickets and allowing batters to strike off a tee. Make this harder by removing the boundary, so only single runs can be scored by the batting team.

