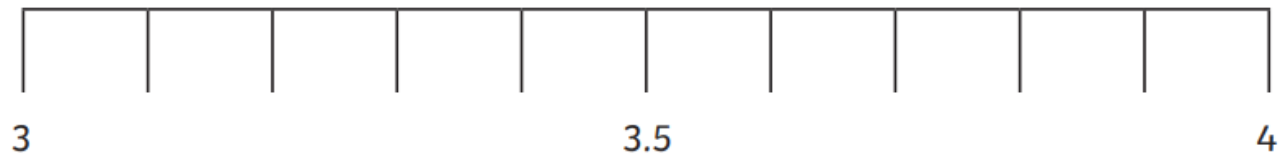
TBAT- round decimals to the nearest tenth and whole number.

3 in 3

Draw an arrow to estimate the position of these decimal numbers on this number line.

3.04 3.29 3.48 3.61 3.75



3. Tickets for a cricket match cost £10.50 for children and £15.40 for adults. How much will it cost for 4 children and 1 adult?

Challenge:

.Persia wants to estimate the answer to $2\frac{1}{4} + 3\frac{1}{5} - 2\frac{6}{7}$

Tick the calculation below that is the best estimate. Tick **one**.

2 + 3 – 2 ☐

3 + 3 + 2 ☐

2 + 3 - 3 ☑

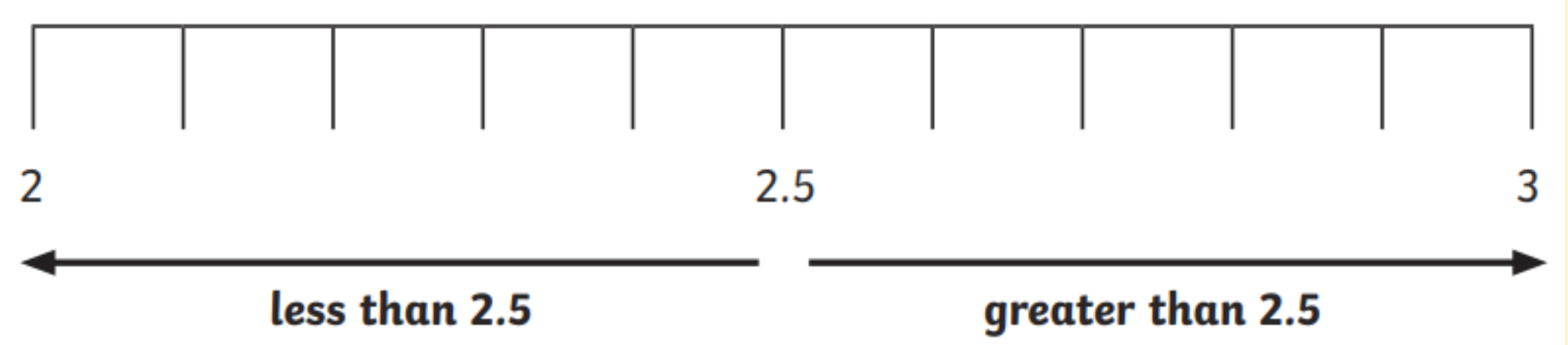
2) 5.6 x 10 ____ 5.006 x 1, 000

Daily 10 x 8

Daily 10 - Mental Maths Challenge - Topmarks

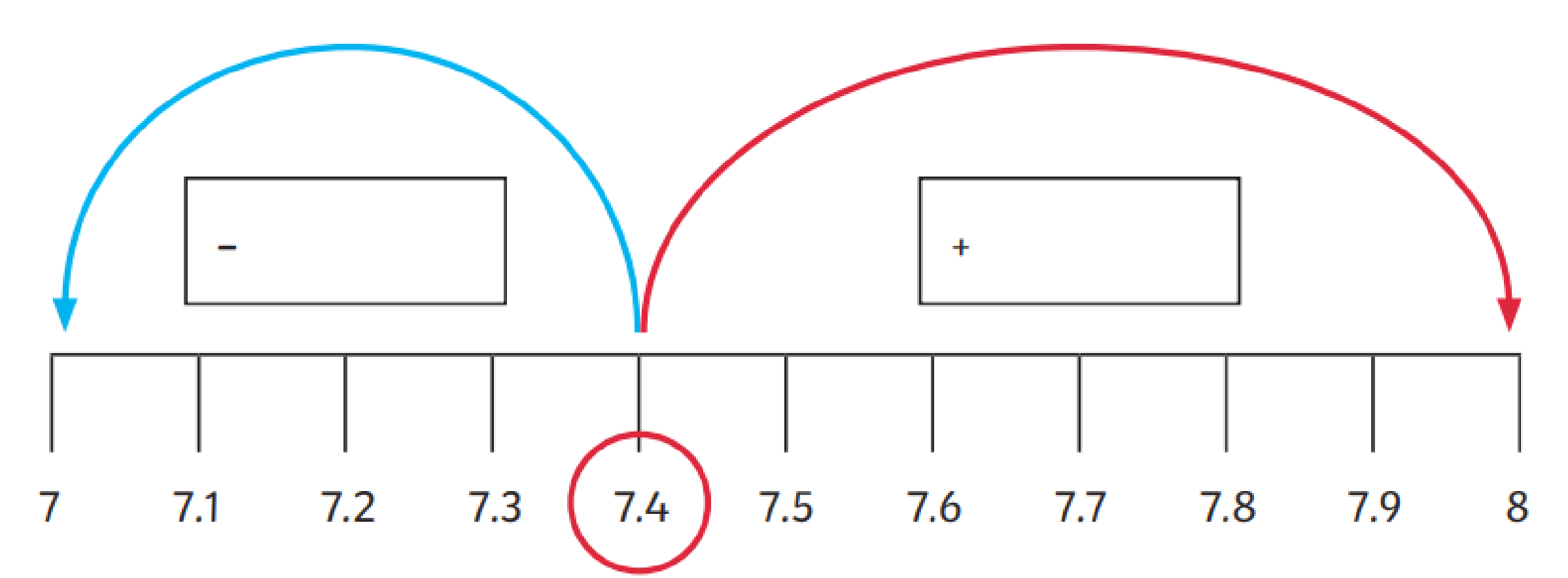
Sort the following into less than 2.5 and greater than 2.5.

2.3	2.03	2.7	2.17
2.95	2.42	2.99	2.58



Whole Number Before	Decimal Number	Whole Number After
6	6.1	
	17.09	
	79.3	
	45.78	

When rounding to the nearest whole number, is 7.4 closer to 7 or to 8?




9.25 rounds to ten when rounded to the nearest whole number.
Elias

Talk partners:

How would Elias round this number to the nearest tenth?

4.56 rounded to the nearest tenth =

4.55 4.56 4 4.6

True or false?

Blue

1.76 rounds up to 1.8 because the hundredths digit is a 6.

Green

8.746 rounds down to 8.7 because the hundredths digit is a 4.

Challenge: What would 8.746 be rounded to the nearest hundreth?

Independent: 1) Draw an arrow to show where the decimal goes . Then round it to the nearest tenth.

2)

Event and Category	Length	Round to the nearest whole number	Round to the nearest tenth
Long jump: Under 11	4.25m		
Long jump: Under 16	3.97m		
High jump: Under 11	0.93m		
High jump: Under 16	0.86m		
Pole Vault: Under 11	2.11m		
Pole Vault: Under 16	3.73m		
Javelin: Under 11	50.07m		

Challenge:

My decimal number has 2 decimal places. Rounded to the nearest tenth, it is 2.6 and to the nearest whole number, it is 3. Give 3 possible numbers.

Mastery:

George rounds 4.04 to the nearest tenth and writes 4.1. George is incorrect. Explain why.

Mastery with GDS:

y stands for a number.

$$y \times y \times y = 5$$

The most accurate value for y to **one decimal place** is 1.7 because

$$1.7 \times 1.7 \times 1.7 = 4.913$$

k stands for a number.

$$k \times k \times k = 10$$

Find the most accurate value for k correct to **one decimal place**.

Wednesday 1st May

This week, we are again looking at the 'ough' letter string and how it can make different sounds in different words.

'ough'

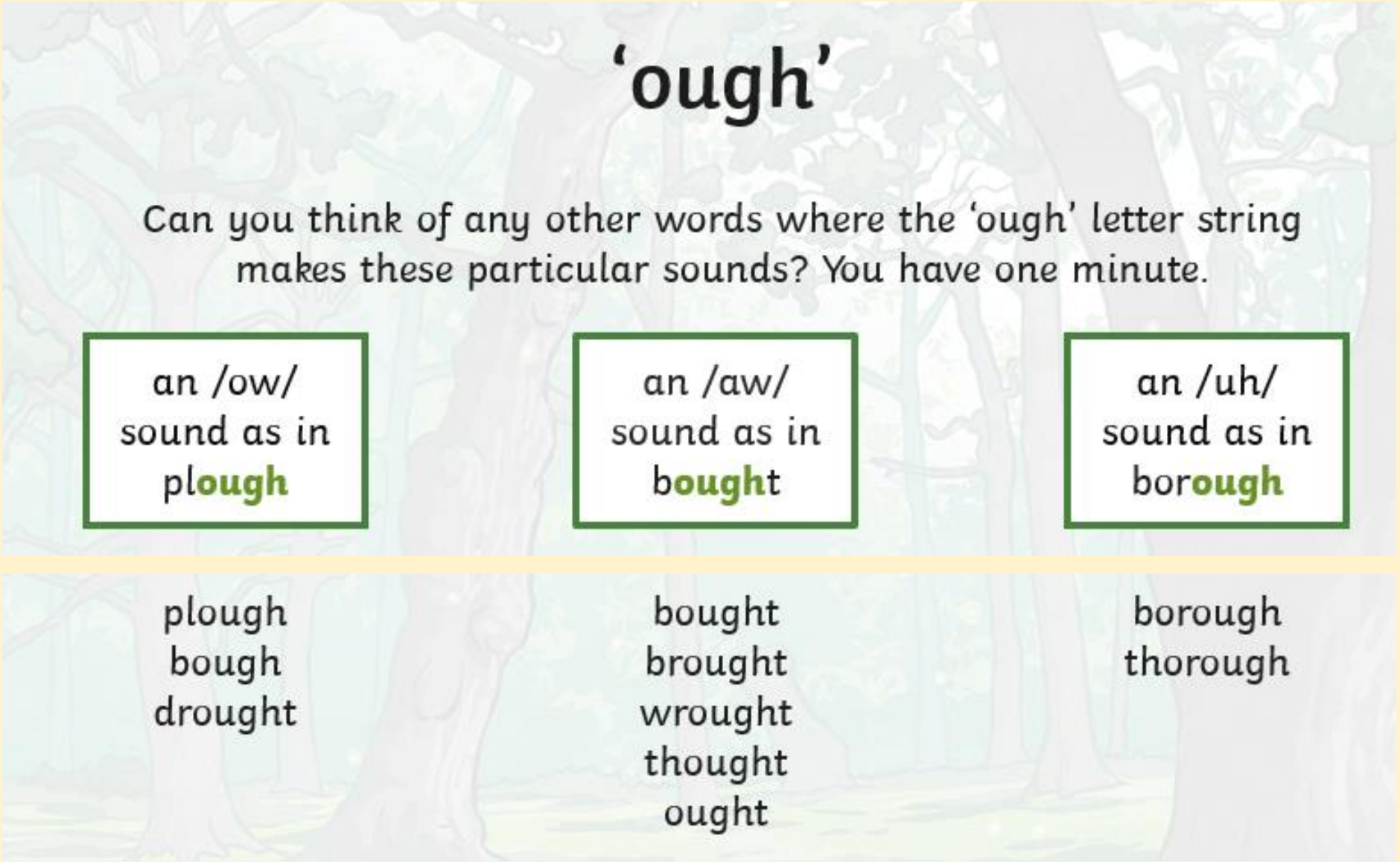
Sometimes 'ough' can make ...

an /ow/ sound as in pl**ough**.

an /aw/ sound as in b**ough**t.

an /uh/ sound as in bor**ough**.

Wednesday 1st May

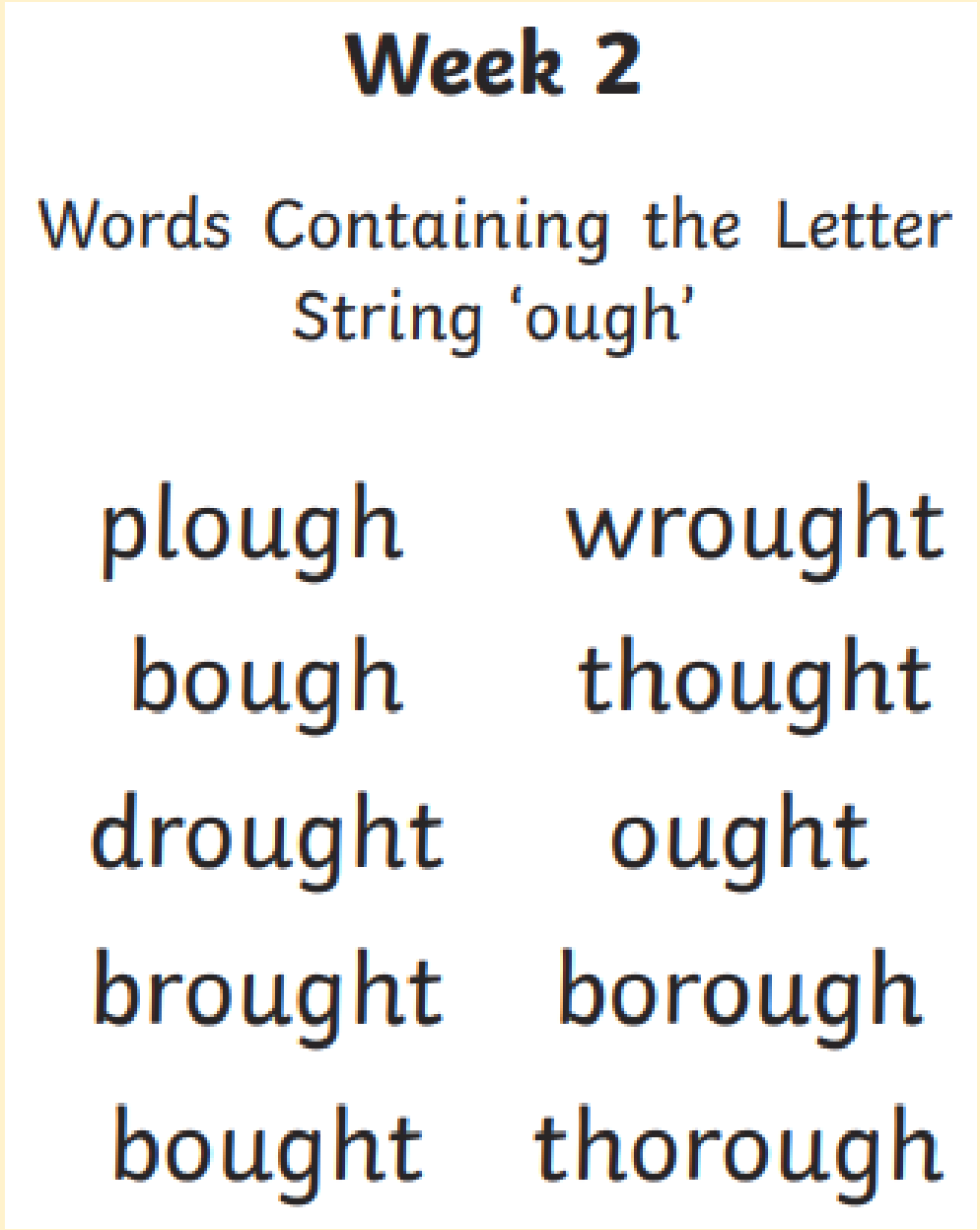


Wednesday 1st May

Speed Write

How many times can you write a word in a minute?

Choose your word and get ready!



Wednesday 1st May
TBAT- summarise main points from a text
3 in 3

By the third day, Tomaz was beginning to get concerned. Every day he would walk past the front door and windows of their neighbour, Mrs Watson, and every day she would wave cheerfully from her chair. But he hadn't seen her all week and it was now Wednesday. At first, his mother said that she didn't want to interfere – she was probably visiting relatives or something. Finally, Tomaz managed to persuade her to have a look, if only to stop him bothering her. When she peered through the window, Mum gasped and reached for her mobile – there was Mrs Watson, slumped on the sofa and she didn't appear conscious.

1. **Find** and **copy** the word in the first sentence that means **worried.**

_____

2. Which was the **first** day on which Tomaz had not seen Mrs Watson?

_____

3. How did Tomaz usually know that his neighbour was there?

_____

Wednesday 1st May

TBAT- summarise main points from a text

Dear Diary,
Today was the most fantastic day! As the sun smiled down at me, encouraging me to face the day, I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.
A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted goodbye to my mum and dashed out of the door to school.

Worryingly Miss Harper, our English teacher, was handing back our test papers as soon as we arrived. What level would I get? What did everyone else get? Would I do well? As I glanced over it, a huge grin spread across my face. I got 20 out of 20! I couldn’t believe it! Excited, elated, thrilled, I couldn't wait to tell Ben, my best friend.

Wednesday 1st May

TBAT- summarise main points from a text

Before I knew it, it was lunchtime. The menu today was my favourite: spaghetti bolognese followed by chocolate pudding – yum! The afternoon flew by, and we ended the school day with a brilliant game of rounders in P.E. We all cheered when my team won.

After school, I came home and was met with the most amazing surprise: my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the amazing things that happened today. I hope tomorrow is just as good!

Lauren x

Wednesday 1st May

TBAT- summarise main points from a text

Retrieval Questions

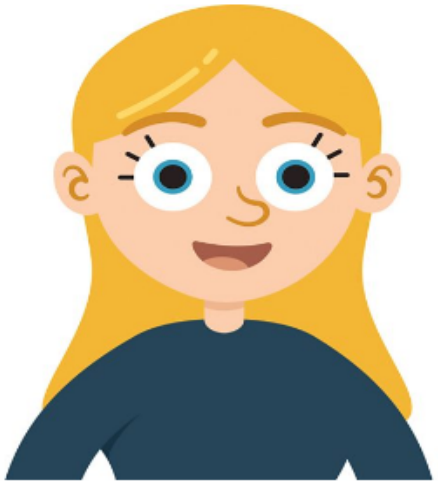
1. What did she have for breakfast?
2. How did her feelings change about the test results?
3. What was her surprise after school?
4. Find a synonym for eating
5. Find an antonym for unhappy

Summarise the main points from the diary

What are the most important parts of her day?

Wednesday 1st May
TBAT- recognise features of a diary

What is a recount?



A **recount** is a way of telling others what has happened to you. A **diary entry** is a type of recount.

Here are some key features to remember when writing a recount:

- Write your recount in the **first person** because it happened to you!

I used the stars to navigate across the desert.

- Use the **past tense** because it has already happened.

It took a long time!

- Have a **clear structure**. Use **paragraphs** to separate different events and ideas.
- Within each paragraph include observations (what you saw), thoughts and feelings.

I was so relieved to see the next city; my throat was dry, and I needed water.

- Diaries (recounts) are written in the order in which they happened - **chronological order.**
  Use time conjunctions like **primarily, next, then and finally** to show this.
- Use **description** to add detail so the reader can build an image in their head.

The sand dunes were as tall as mountains.

- Use **emotive language** so the reader understands your point of view.

I put blood, sweat and tears into my journey; I have no regrets!

Wednesday 1st May
TBAT- recognise features of a diary

[Diary writing - English - Learning with BBC Bitesize - BBC Bitesize]

Watch: Features of a recount

How to write a recount with author Michael Rosen.

Wednesday 1st May
TBAT- recognise features of a diary

Look at the diary entry and label up the features of the diary.

Features of a Diary Entry

Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the writer's point of view, thoughts and feelings	
Includes opinions as well as facts	
Uses ambitious words to describe people and places	
Is written in an informal style, as though speaking to someone	
Uses time conjunctions to link events	
Organises events into paragraphs	
Uses inverted commas to show direct speech	

Wednesday 1st May

TBAT- respond to a suggested stimulus and design and build a model set which conveys my interpretation of the narrative

2 in 2

1. What do we have to think about when designing a stage set?
2. What enhances the audiences' enjoyment of a show?

Wednesday 1st May

TBAT- respond to a suggested stimulus and design and build a model set which conveys my interpretation of the narrative

Using your design from last week begin to make your stage set- remember the stage has to be clear for the actors to perform. Think about the backdrop and side props.

Wednesday 1st May

TBAT- respond to a suggested stimulus and design and build a model set which conveys my interpretation of the narrative

Children will have the opportunity to draw, build and paint and by the end they will have an atmospheric and dramatic set in response to text. Use sketchbooks throughout to come up with ideas, jot down thoughts, test materials and reflect

Lesson 1: Connecting Crumbles

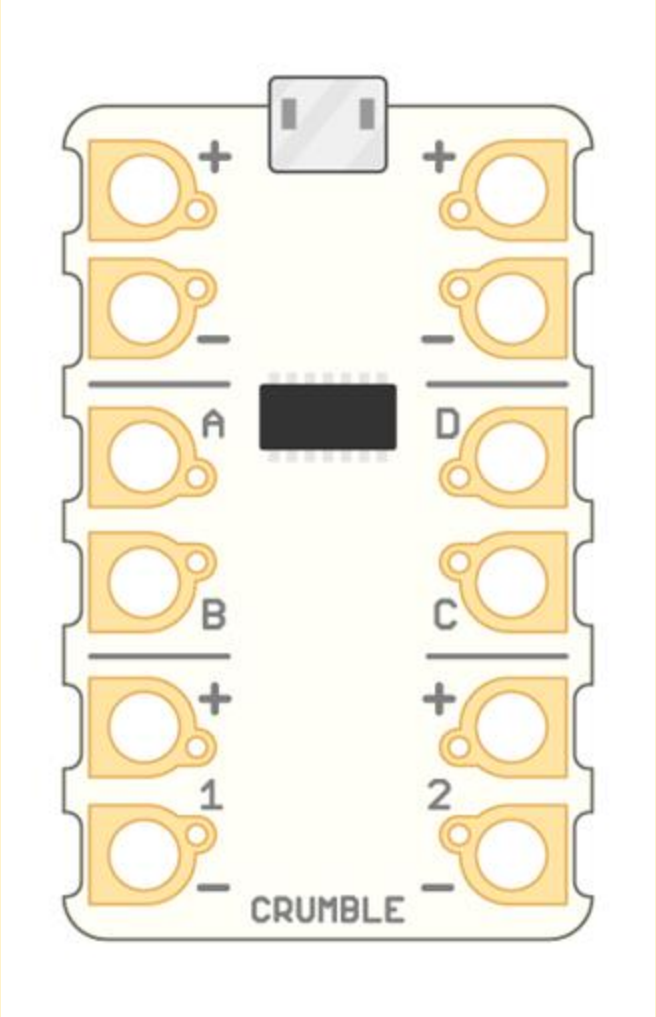
TBAT- control a simple circuit connected to a computer

- I can create a simple circuit and connect it to a microcontroller
- I can program a microcontroller to make an LED switch on
- I can explain what an infinite loop does

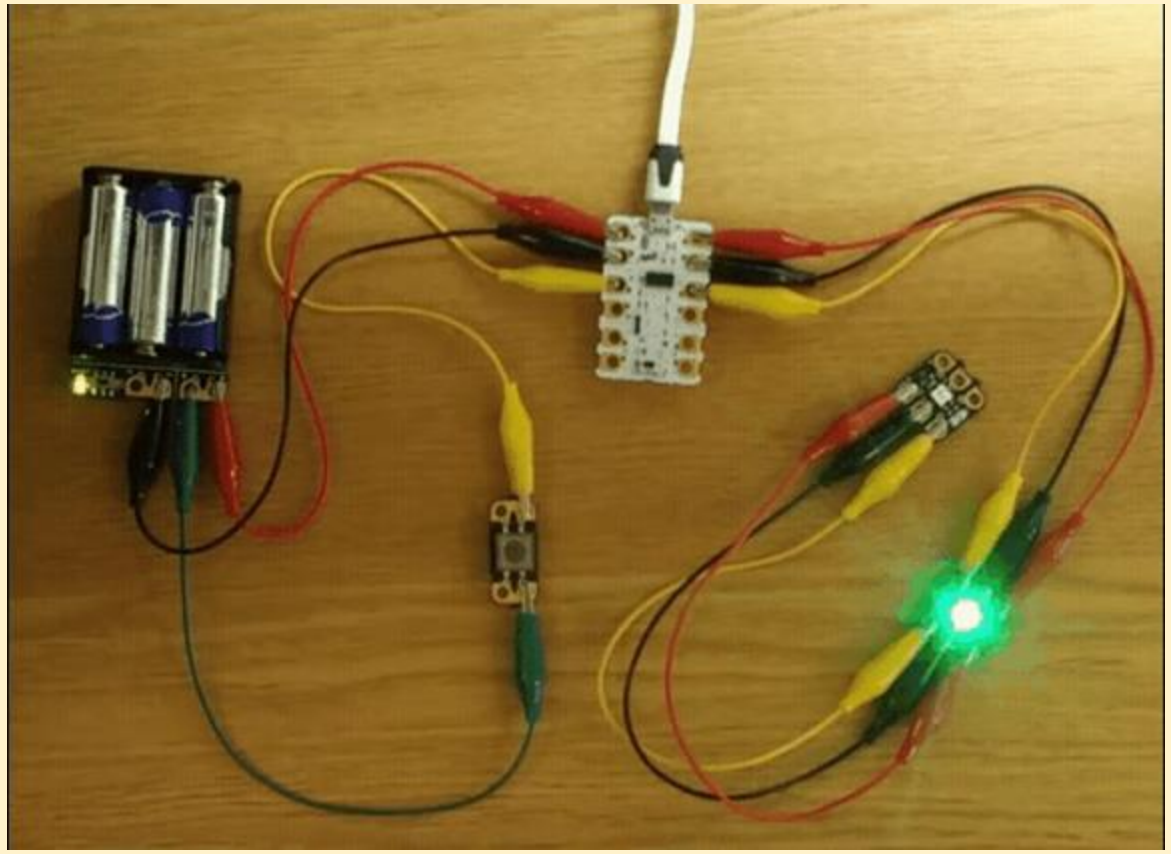
Crumble controller

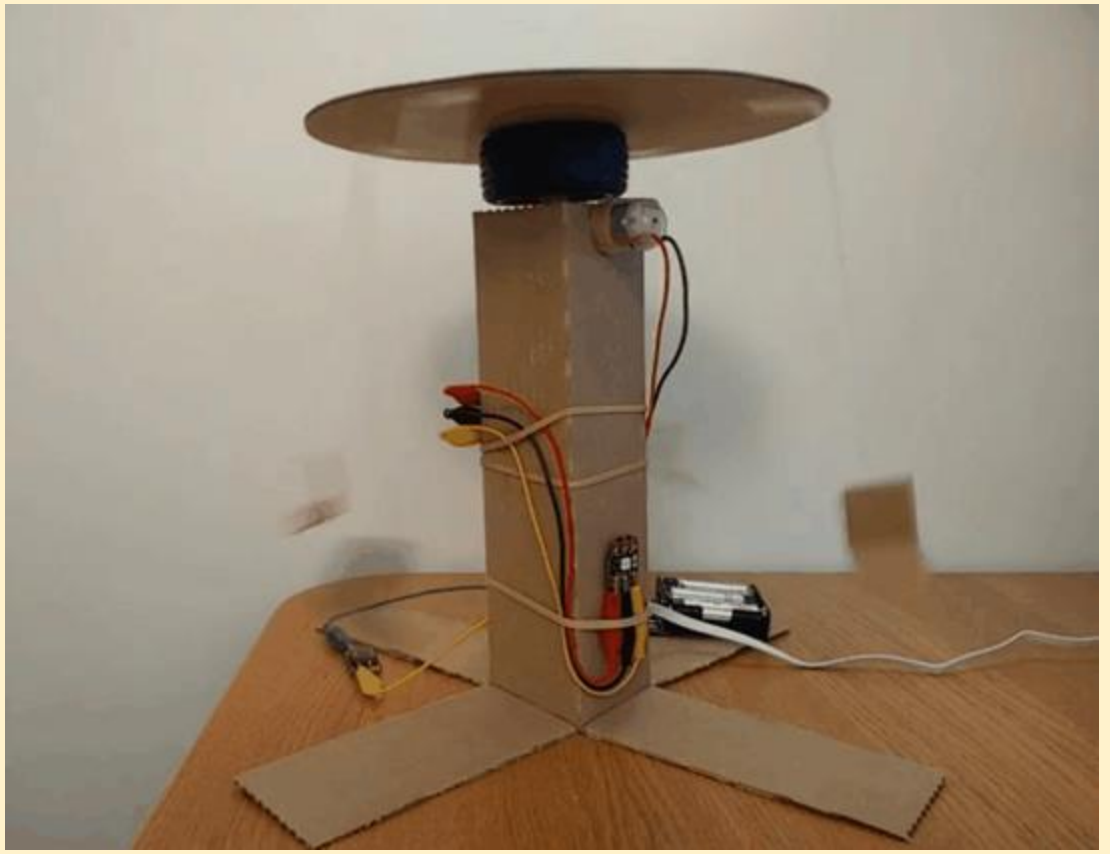
A microcontroller is a small device that can be programmed to control components that are connected to it.

The microcontroller that you will be using is a Crumble controller. You will program a Crumble to control outputs and respond to inputs.



Crumble controller

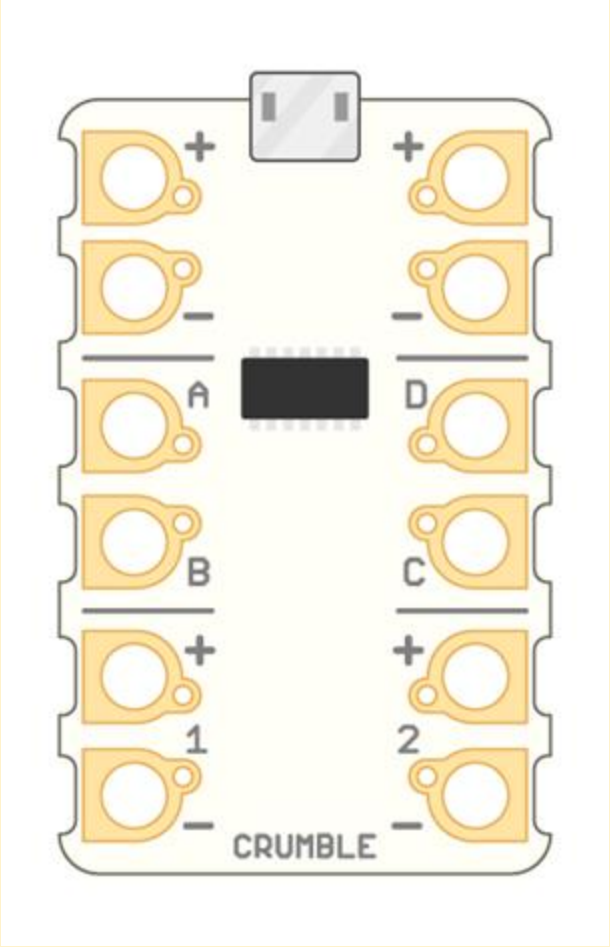




Making observations and asking questions

Talk partners:

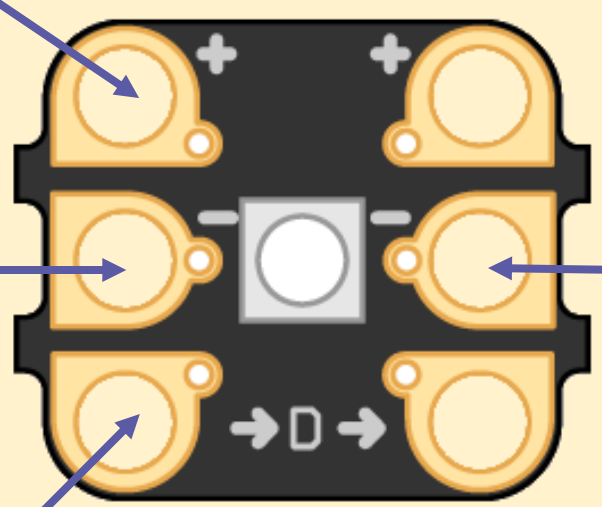
What observations can you make from looking at the device?



Connecting Sparkle

Connects to a positive power (+) pad on the Crumble controller

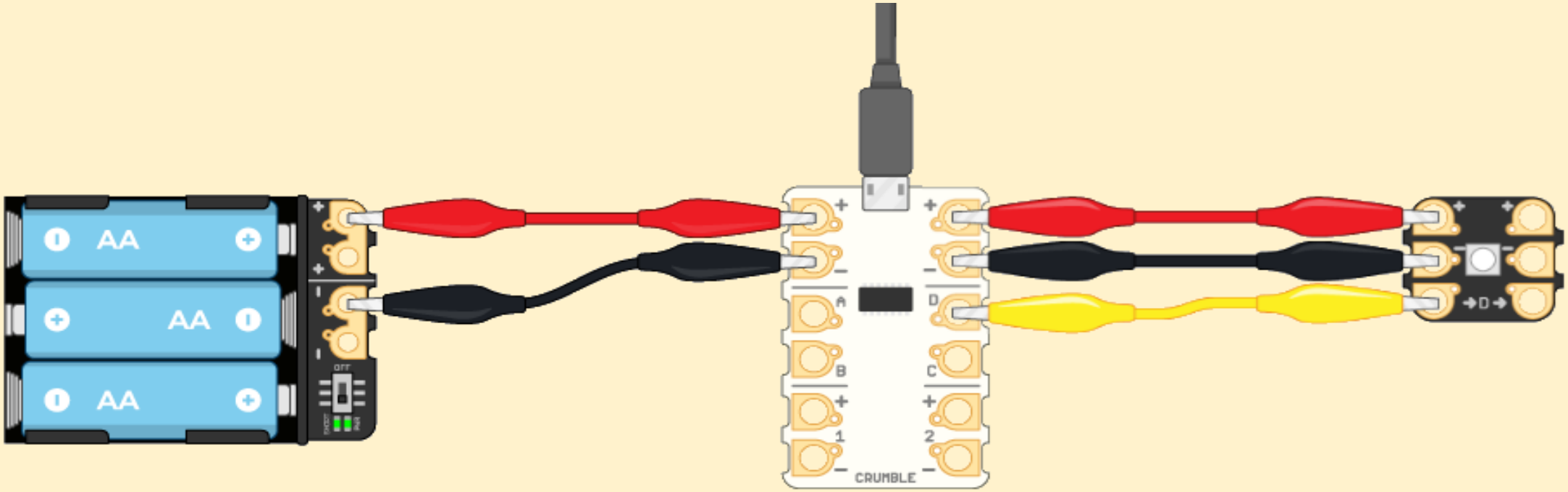
Connects to a negative power (–) pad on the Crumble controller



The pads on this side are used to connect other Sparkles

Connects to the D pad on the Crumble controller

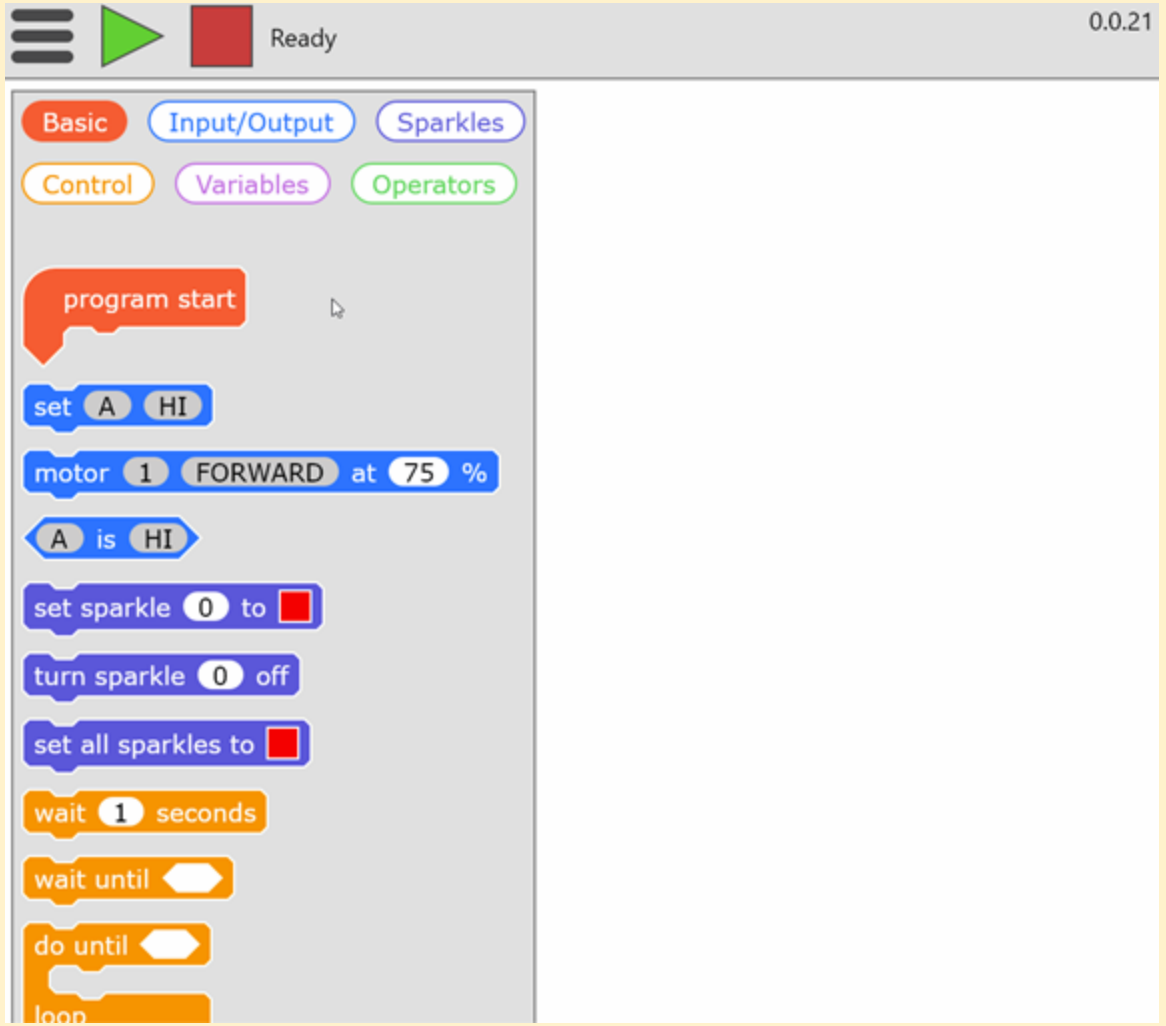
Connecting circuits



Connect your Crumble using the guide above. The Sparkle will flash white six times when you've connected it correctly.

Programming Crumbles

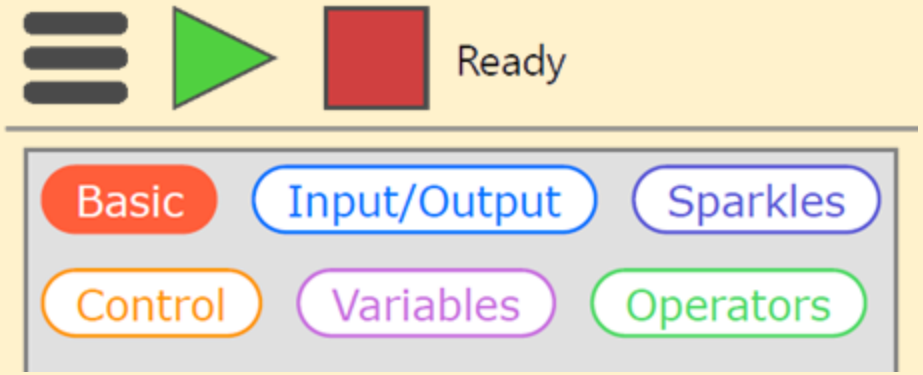
To create a Crumble program drag the blocks from the side panel to the main coding area.

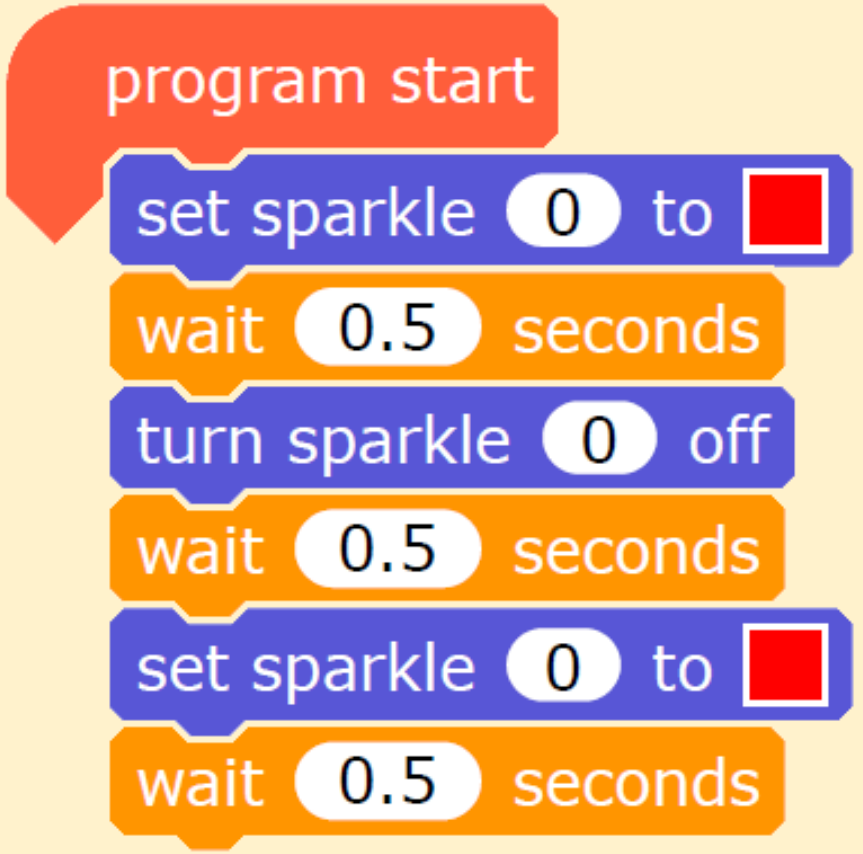


Programming Crumbles

Create this program in the Crumble software.

After you've checked your Crumble is connected to your computer, press the green play button.

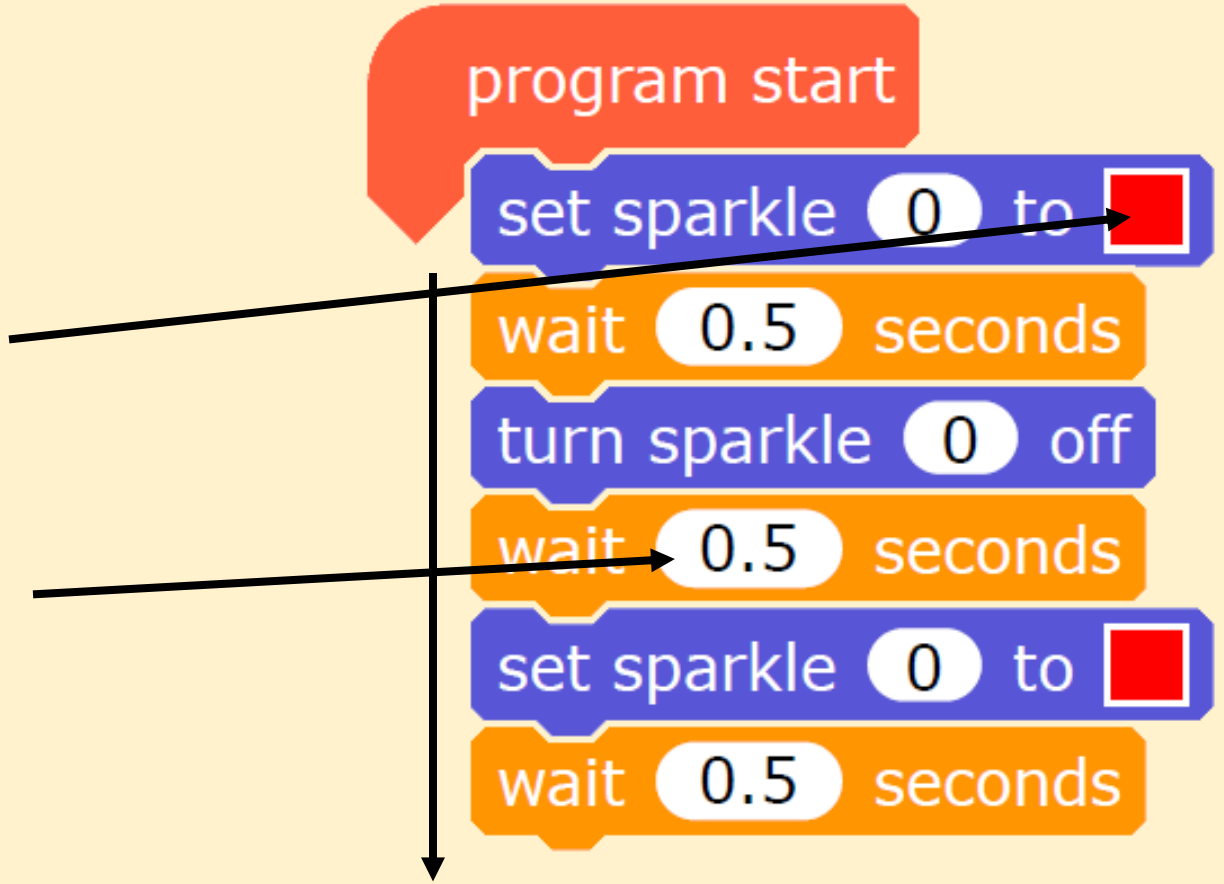




Programming Crumbles

You can modify the program to change the Sparkle lights. You can:

- Set the Sparkle to a different colour
- Wait for a different length of time
- Flash a different number of times

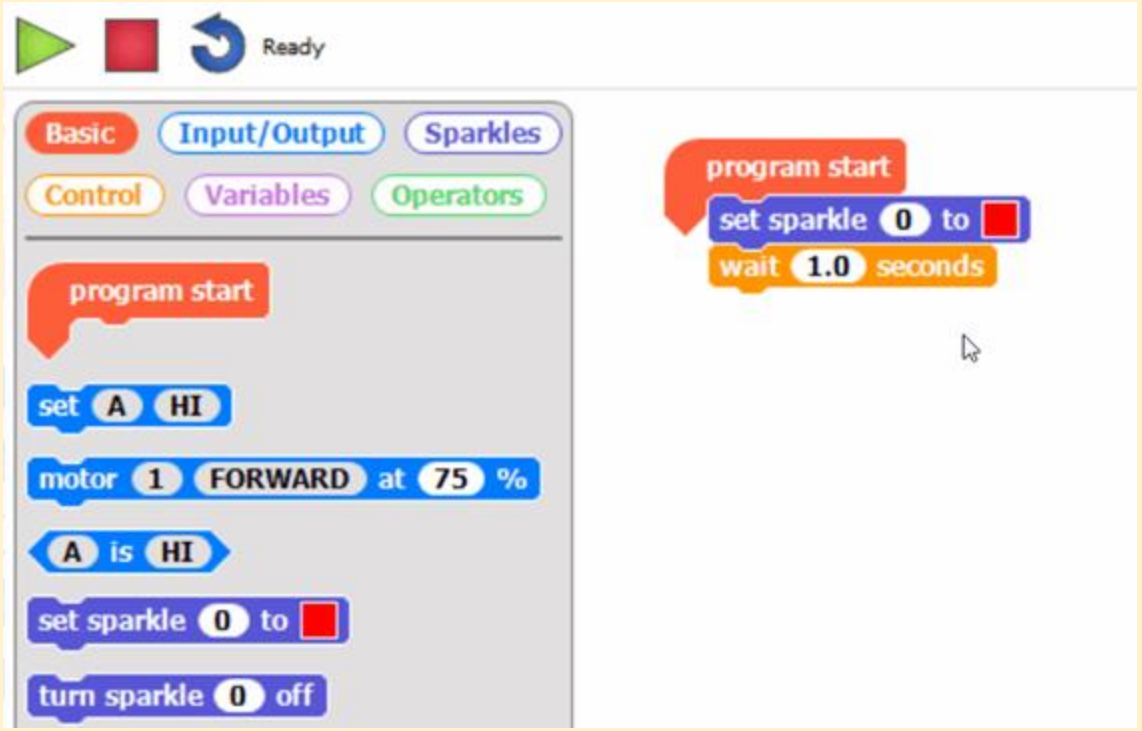


Modify your Crumble program so that it achieves each of the tasks in the table below. Test your program by downloading it to your Crumble controller and running it. If your program achieves the task, tick the box and move on to the next one. Otherwise, debug your program.

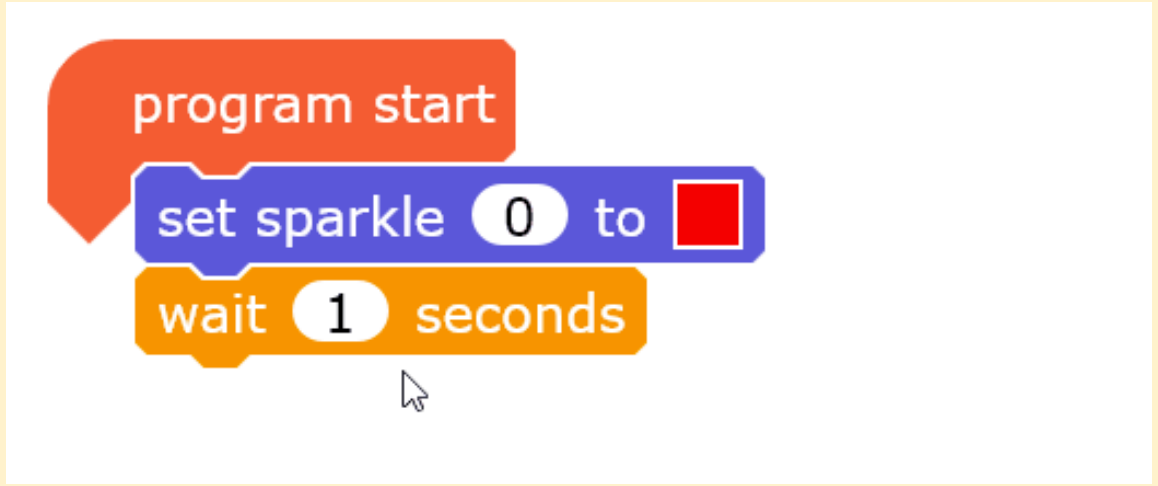
Sparkle flashes:	How many times:	Sparkle stays on and off for:	Achieved
	3	0.5 seconds	
	3	1 second	
	3	2 seconds	
	4	2 seconds	
	4	0.5 seconds	
	5	0.5 seconds	
	3	2 seconds	
	2	1.5 seconds	

Program your Crumble to make the Sparkle flash in different ways

Programming Crumbles



Setting a Sparkle's colour

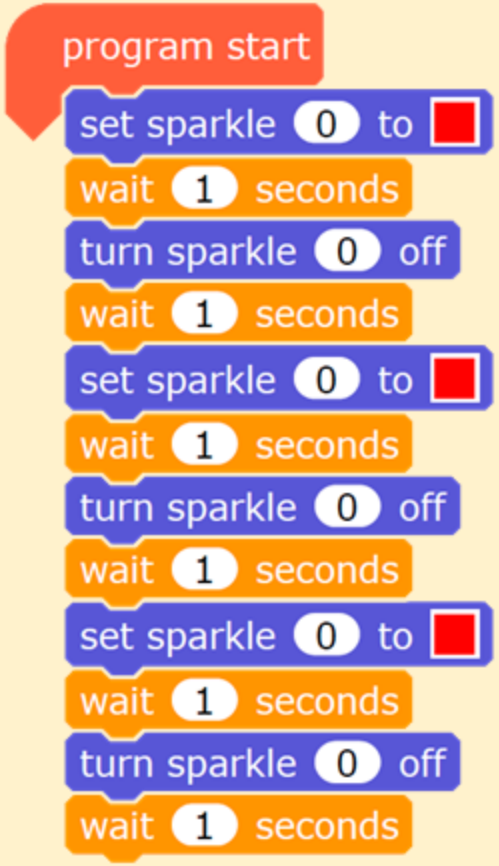


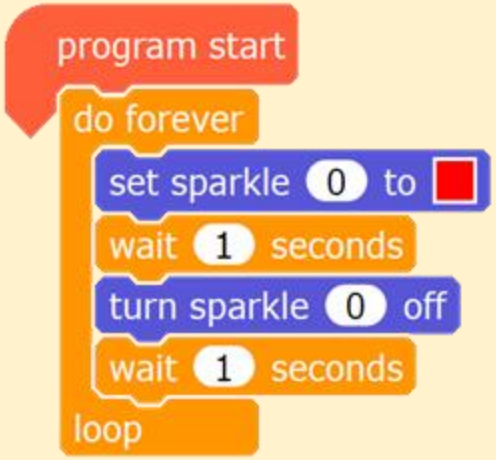
Changing a wait command

Forever flashing

You might want to repeat some or all of the commands in your program. You can do this using a repeat block.

This block repeats the commands inside it forever.

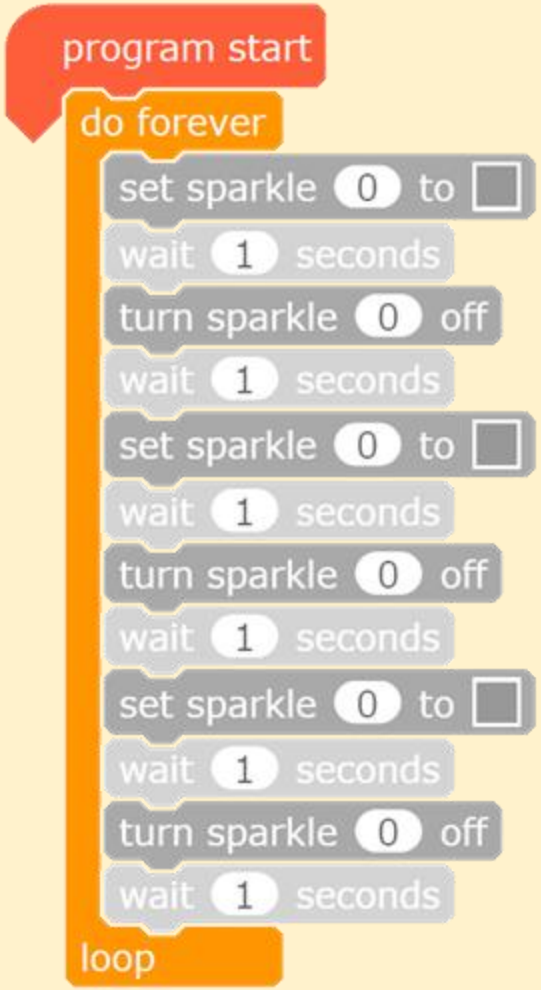




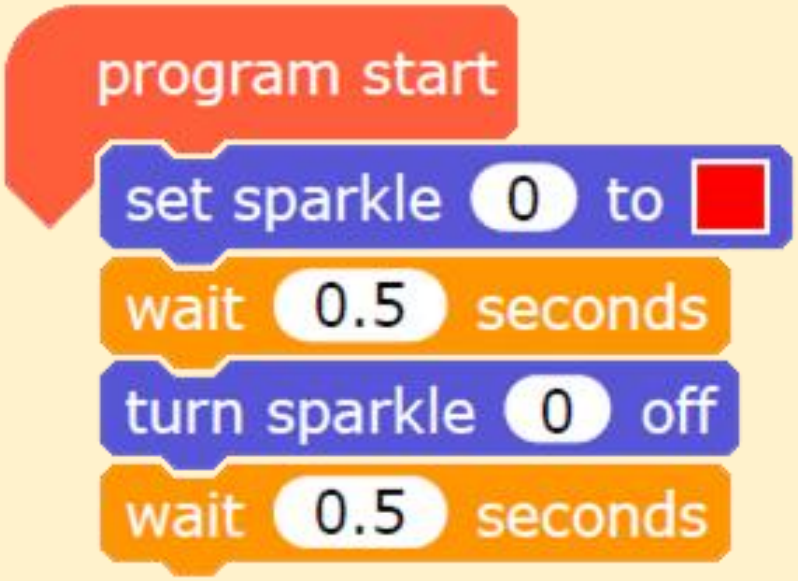
Forever flashing

Create your own Crumble program so that your Sparkle flashes a colour pattern continuously.

TASK: Take a screenshot of your program and put it on your assignment.



Debugging



Talk partners: Why don't these programs produce a continuously flashing Sparkle?