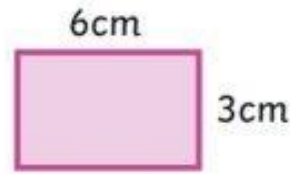


Morning Challenge:

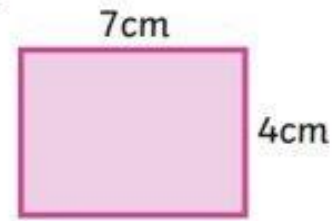
1.



area =

perimeter =

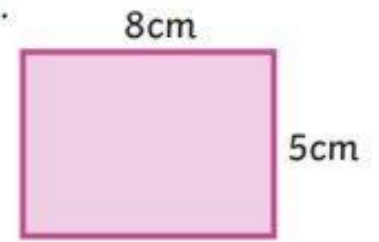
2.



area =

perimeter =

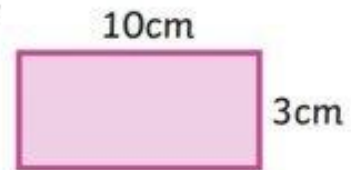
3.



area =

perimeter =

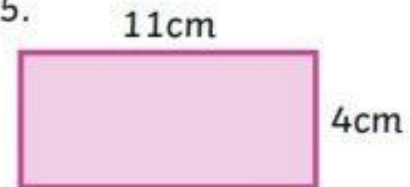
4.



area =

perimeter =

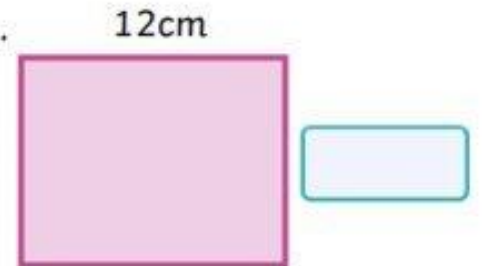
5.



area =

perimeter =

6.



area =

Tuesday 7th May 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- identify lines of symmetry.

Daily 10 x12

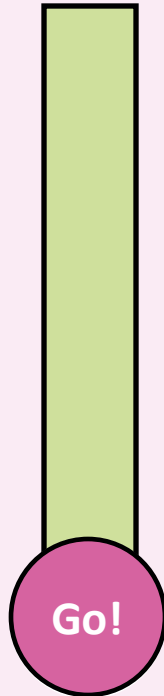
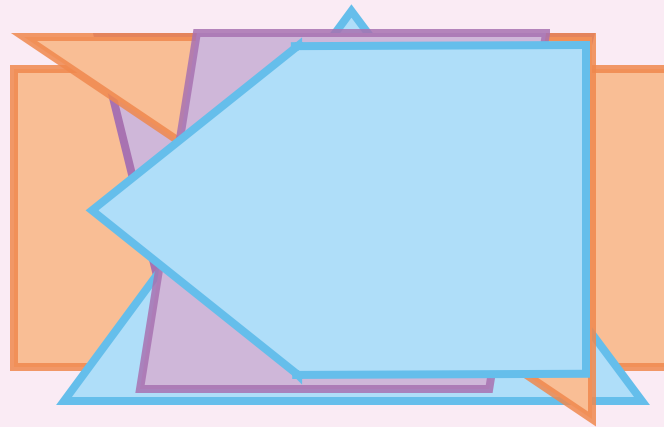
[Daily 10 - Mental Maths Challenge - Topmarks](#)

Recap: Properties of shapes

Work with a partner to describe the 2D shape using the questions provided. How many questions can you answer in one minute?

What is the name of the shape?

Which angles can we identify the measurements of?



What type of angles can you see?

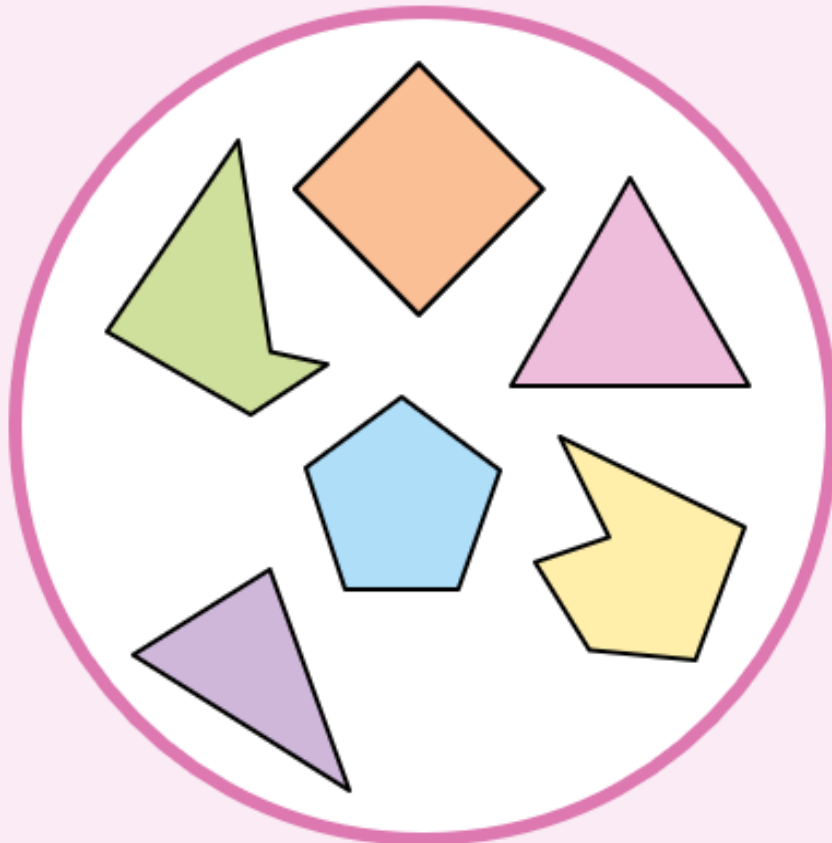
Does the shape have any perpendicular or parallel lines?

What do you know about polygons based on this information?

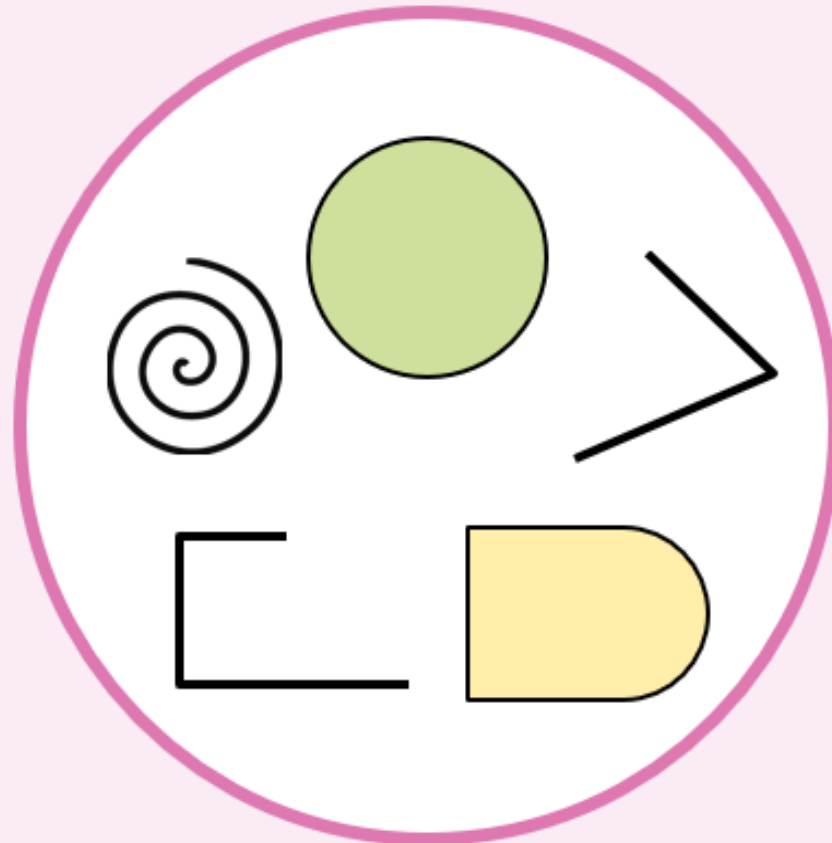


I have sorted some shapes into two separate groups.

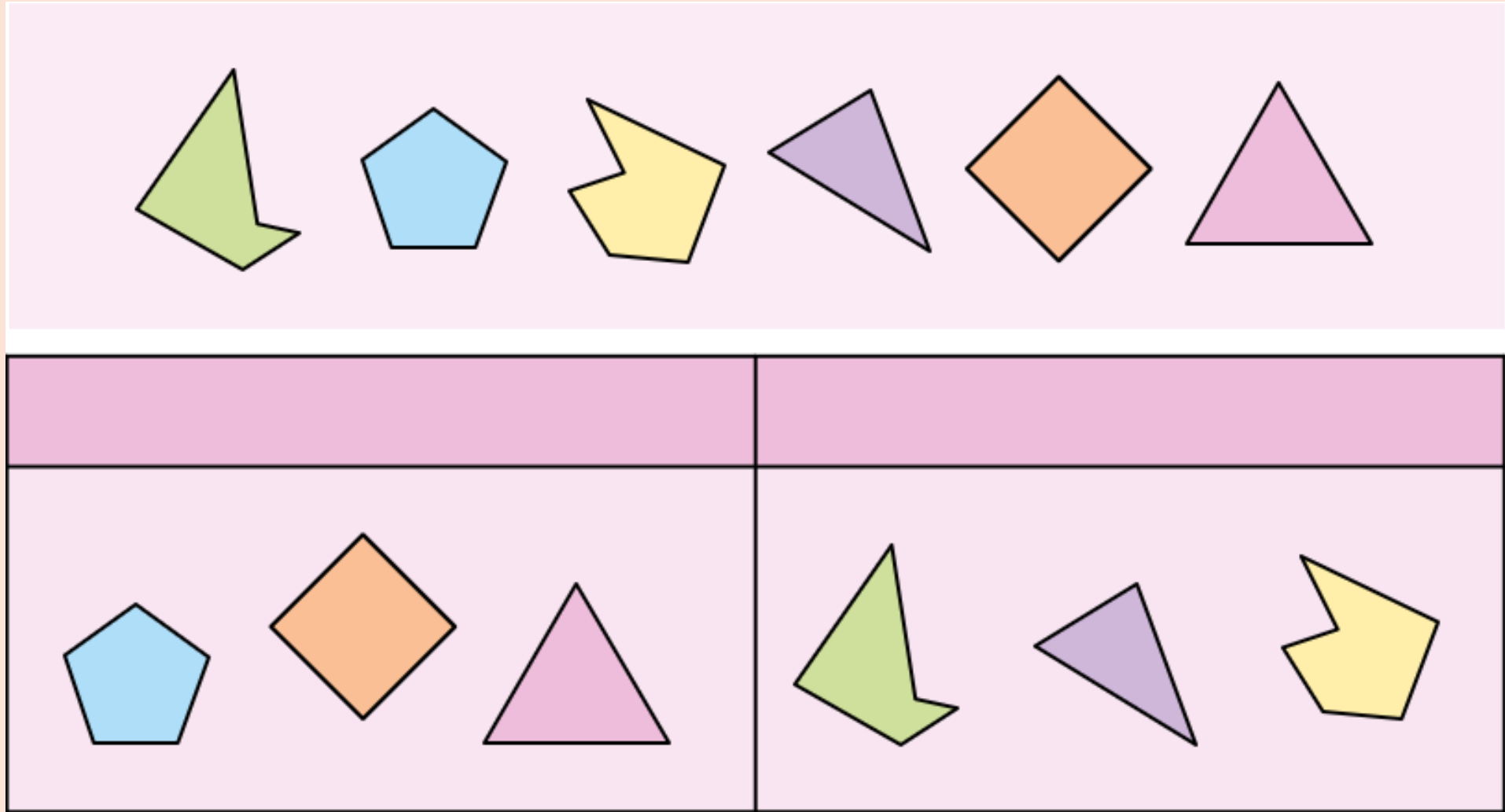
Polygons



Not Polygons

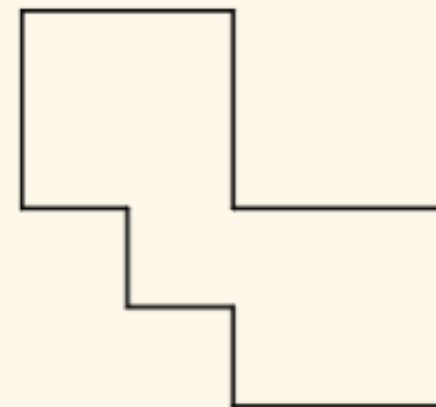
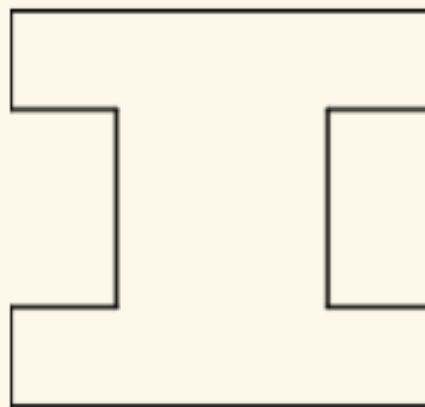
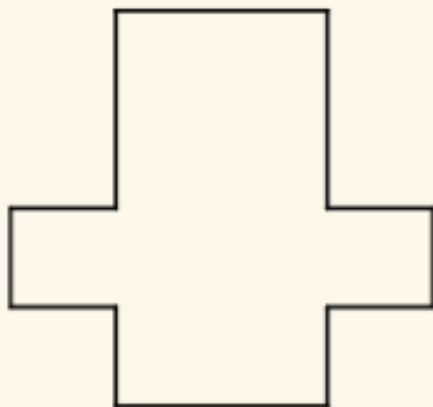
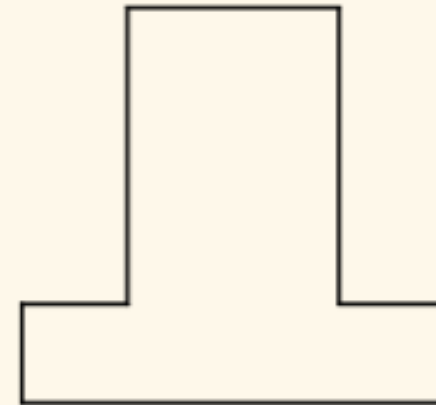
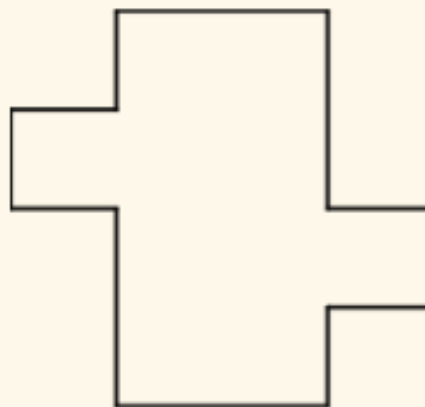


How have these polygons been sorted?

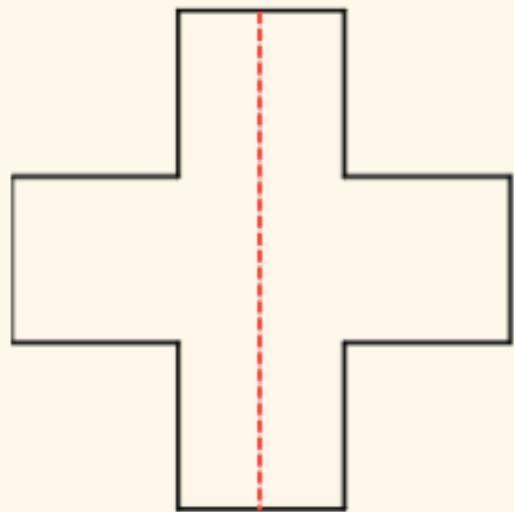


Key Vocabulary	Definition
vertical line	is a straight line which runs left to right across the page.
horizontal line	is the line that goes through the centre of a shape to give two identical halves, as though reflected in a mirror.
line of symmetry	is a straight line which runs up and down the page.

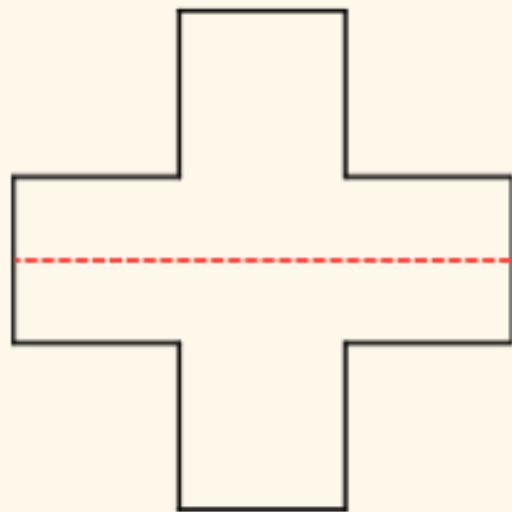
Talk partners: Which of the following shapes have a vertical line of symmetry?



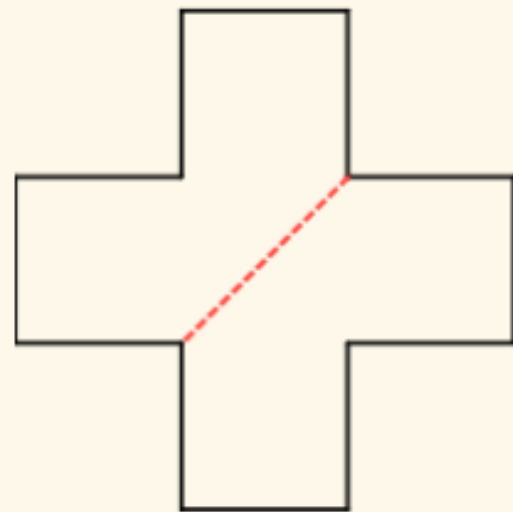
There are different types of lines of symmetry.



vertical



horizontal

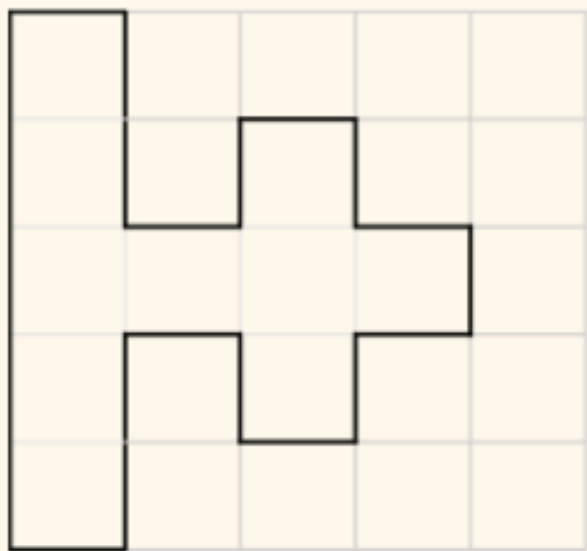


diagonal

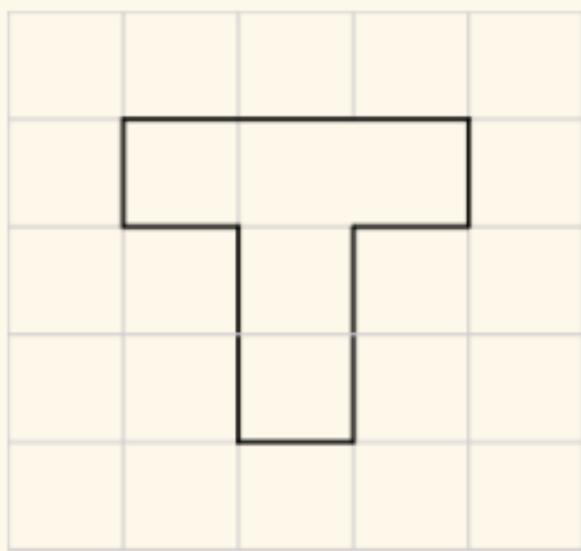
Talk partners: How many lines of symmetry does a square have?



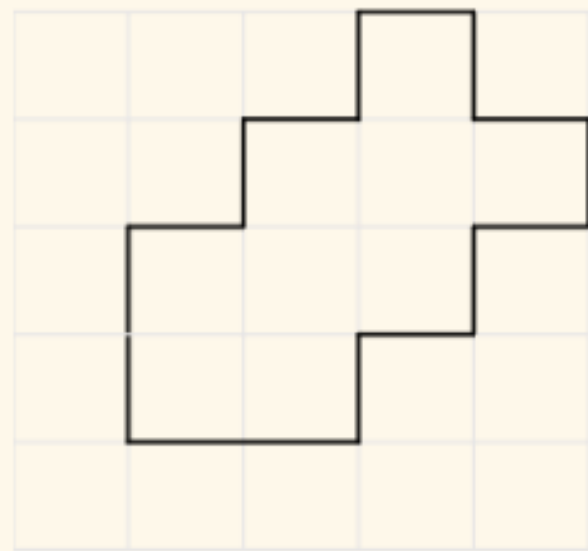
Match the shape to the line of symmetry it contains.



diagonal



horizontal



vertical

Here we can see half of a shape with a horizontal line of symmetry. Which of the following will complete the shape?



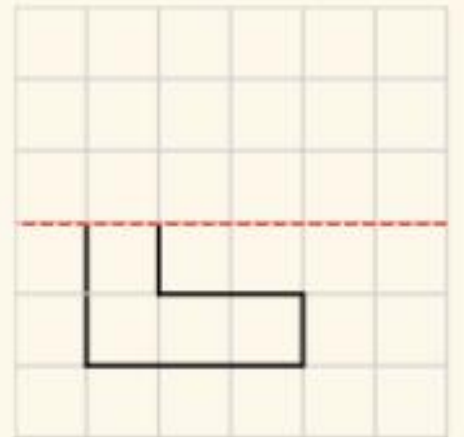
a.



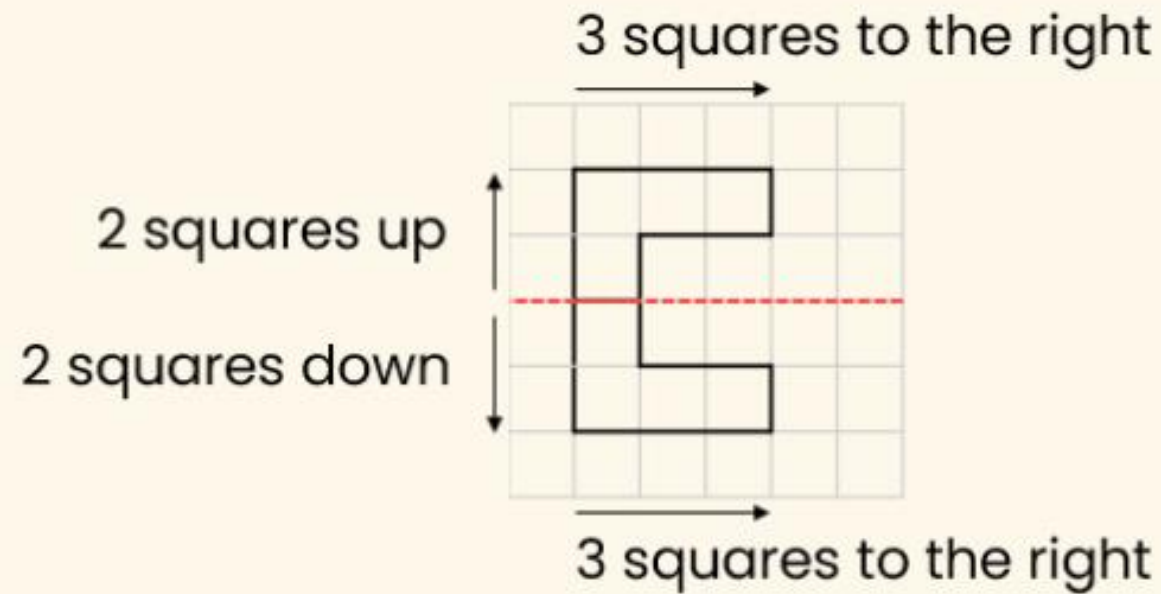
b.



c.

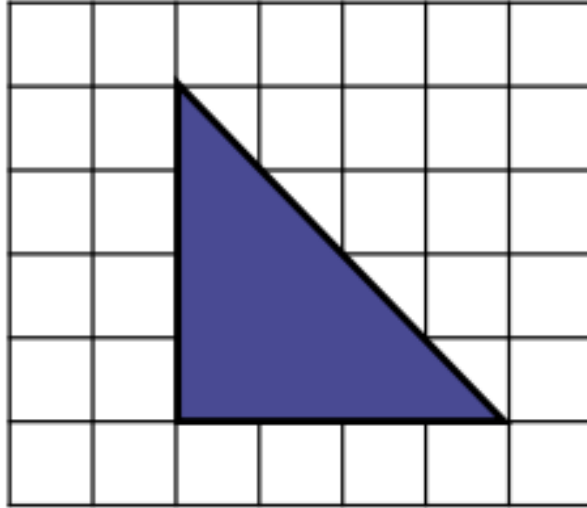


To find the other side of the shape, we can use the squares to help us.
First, we count the squares from the line of symmetry.
Then, we replicate this on the other side.



Blue

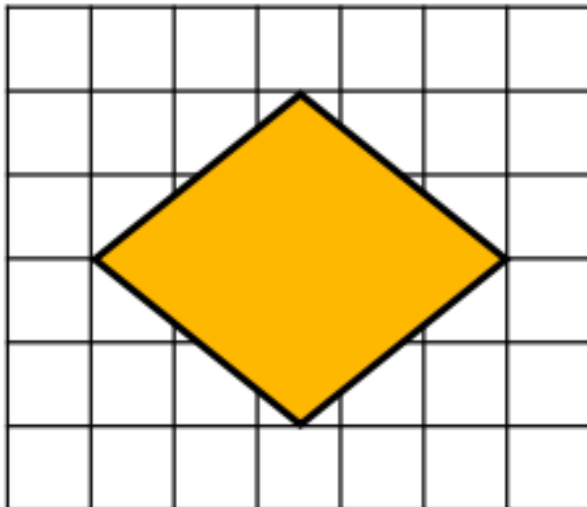
1a. Does this shape have a horizontal, vertical or diagonal line of symmetry?



VF

Green

2a. Add all the lines of symmetry to the shape below.



Challenge:
Name a shape
that has all
three lines of
symmetry.

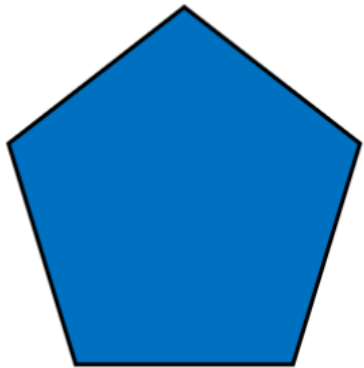
What is my shape?

- 4 sides – two long (equal size), two short (equal size)
- 4 corners
- 2 equal angles at the sides where the long and short sides meet
- 1 line of mirror symmetry
- 1 point of rotational symmetry
- no parallel or perpendicular lines

Blue

Green

Describe me...



Sides:

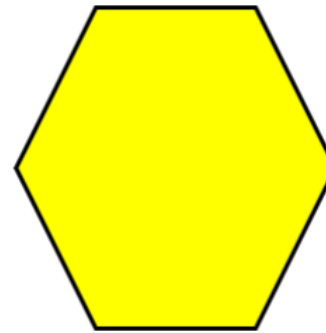
Vertices:

Does it have any lines of symmetry:
How many?

Regular or Irregular?:

What am I?

Describe me...



Sides:

Vertices:

Does it have any lines of symmetry:
How many?

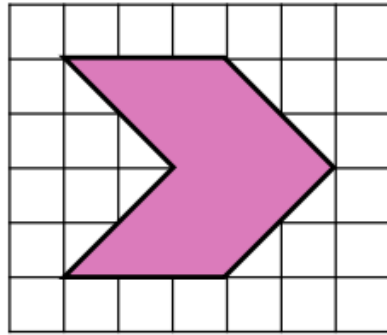
Regular or Irregular?:

What am I?

Challenge: Record the properties of a second shape and see if your partner can determine the shape you have described.

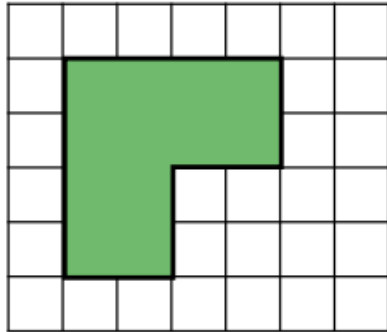
Independent:

1b. Does this shape have a horizontal, vertical or diagonal line of symmetry?



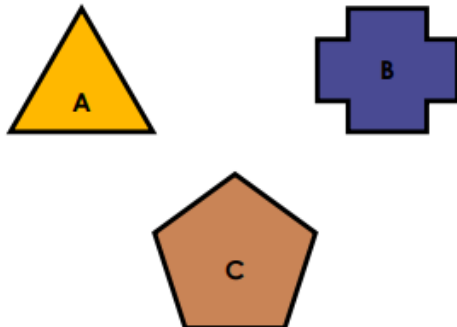
VF

2b. Add all the lines of symmetry to the shape below.



VF

3b. Which shape has 3 lines of symmetry? Prove it by drawing them.



Felix and Ruby cannot agree on the headings for the Venn diagram. Who is correct? Explain why.

The headings should be vertical and diagonal lines of symmetry.



Ruby

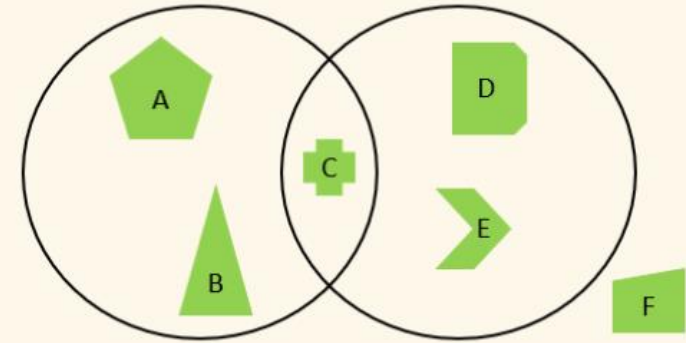


Felix

The headings should be vertical and horizontal lines of symmetry.

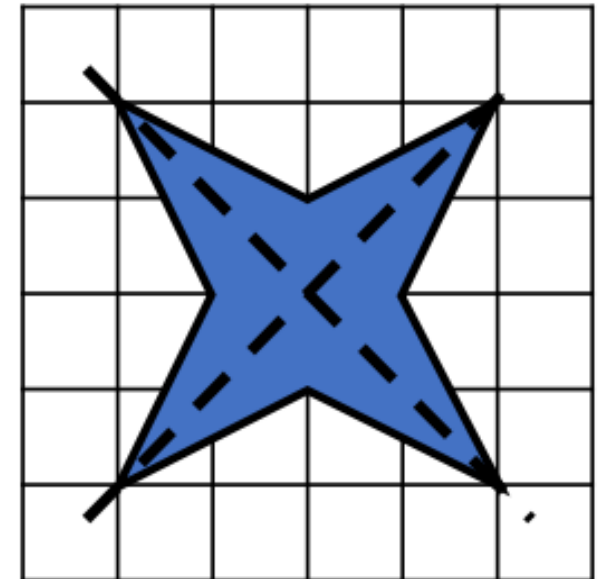
contains a _____ line of symmetry

contains a _____ line of symmetry



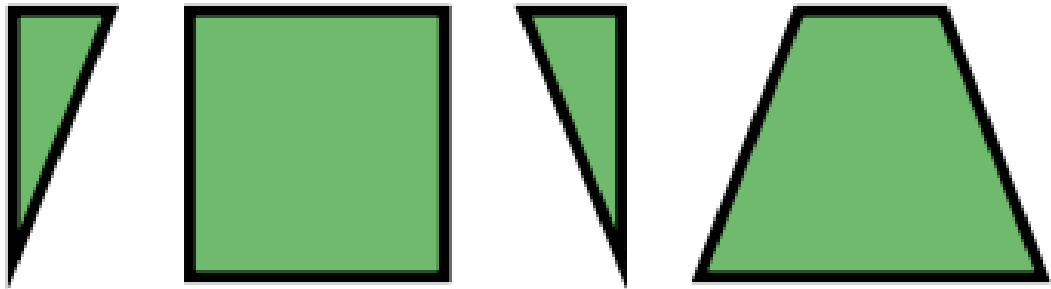
Write this answer in your book.

1b. All the lines of symmetry have been added to the shape. Do you agree? Explain your answer.



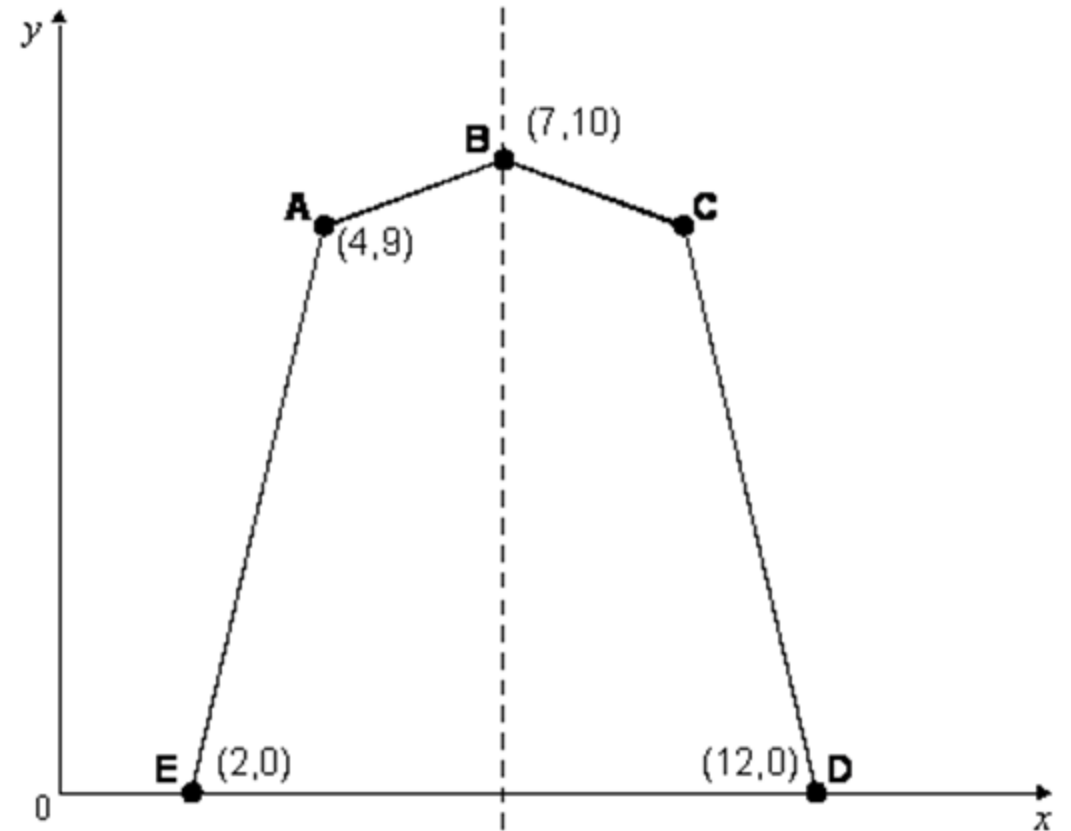
Challenge:

3a. Using all the shapes below, make a new shape with 2 lines of symmetry.



Q2. Here is a pentagon drawn on a coordinate grid.

The pentagon is symmetrical.



What are the coordinates of point **C**?

SPELLINGS

Tuesday 7th May

Handwriting

Put 3 words into sentences

yesterday

tomorrow

later

immediately

earlier

eventually

recently

previously

finally

lately

Tuesday 7th May

TBAT: discuss author's use of language

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.

Tuesday 7th May

TBAT: discuss author's use of language

3 in 3

1. ... *she was probably visiting relatives, or something ...*

What impression does this give you of how Tomaz's mum feels?

2. ... *if only to stop him bothering her ...*

How does this help you to understand Tomaz's mum's character?

3. What do you think Tomaz and his mum will do next? Use evidence from the text to support your prediction.

Tuesday 7th May

TBAT: discuss author's use of language

BLUE / GREEN

What features do we need to include in a diary?

Tuesday 7th May

TBAT: discuss author's use of language

Dear diary

Today was the day I've been waiting for. I was so excited to finally be going on our school trip. I gobbled up breakfast quickly, then grabbed my bag before running out of the door. Rushing into school, I charged past Mr Thorpe (I was so keen to get into class) and I nearly forgot my manners. It wasn't long before we got onto the coach and set off, over the new bridge, to get to the Time and Tide Museum.

After our quick safety talk, we got on with the first activity of the day, which was Viking Warrior Training – I loved it! The trainer – who was very strict and loud – taught us how to protect ourselves using wooden shields and how to fight using an axe. I learnt that there are multiple purposes for an axe. Sometimes an axe may be used to fight; however, it can also be used to chop wood to make shelters. Without a doubt, my favourite activity was axe-throwing (I have never done this before) and I was great - I got a head shot!

Tuesday 7th May

TBAT: discuss author's use of language

Our next activity was to look at the traders in Saxon life. We learnt that they traded beads, jewellery, horses and even animal fur. They also told us that they traded slaves, which would never be allowed in modern day Britain. Their life was very simple and peaceful, as many people worked as carpenters or on the land as farmers.

The morning flew past quickly and it was soon lunchtime. I couldn't wait to tuck into my delicious lunch, as I was hungry as a horse, after our busy morning. We sat to enjoy our lunch, but the room had an overpowering smell of fish! Mrs Longman asked, "May we sit outside to enjoy our lunch please, as the sun is shining?"

"Of course you can," replied the museum curator.

We took our lunch outside and enjoyed the warmth of the sun whilst eating our food.

After lunch, we took the journey north on the Viking longboat- it wasn't a real journey- we pretended to travel around. We had to decide what we would take with us on our journey. The Vikings took animal fur to keep warm, which would fine if it didn't get wet. There were no satellite navigation systems in those days; the crow would be used to navigate over land. The boat, which we pretended to be in, was so crowded my friend, Joe, nearly fell out. I don't really like boats and travelling so I got a bit bored during this part of the day.

Tuesday 7th May

TBAT: discuss author's use of language

Soon we moved onto the final activity, which was all about burials. This was more interesting! We pretended to have an Anglo-Saxon and a Viking burial. The Vikings took everything with them and had very luxurious burials, however the Anglo-Saxon ones were much simpler. The Vikings were buried with shields, weapons and even food. Imagine that! It made me think- what food would I want to be buried with?

All too soon our day was over and it was time to travel back to school. The coach journey back went quickly and I was soon walking home from school. Mum asked, "Did you have a good trip?" so I told her all about the day.

I've crashed onto my bed now as I write my diary. It was such a busy day and I'd like to visit the museum again soon. But for now, I think I'll just rest and see what tomorrow brings.

Tuesday 7th May

TBAT: discuss author's use of language

RETRIEVAL QUESTIONS

1. Which word means the same as run?
2. What was the first activity they completed?
3. Give 2 things the axe could be used for
4. What would not have been allowed in Modern Britain?
5. Name 2 things that the Vikings were buried with

Tuesday 7th May

TBAT: discuss author's use of language

Using the text find a synonym for:

- a) rapid
- b) firm or stern
- c) placid or quiet
- d) cramped or full

Why does the author use the word luxurious to describe the Viking burial? Why might this be an usual word to use in this context?

Why does the author use the phrase, 'as hungry as a horse'?

Tuesday 7th May

TBAT: discuss author's use of language

Find 5 words in the diary which you might use in your writing.

Use [WordHippo](#) to uplevel the words and improve them ready for you to include in your writing.

List your original word and your new word in your book

SCIENCE

Tuesday 7th May


TBAT: know that some materials dissolve in a liquid to make a solution

3 in 3

1. Name a material which is translucent
2. Give 2 properties of glass
3. What material would be a good thermal insulator?

CHALLENGE

What are the pros and cons of a plastic chair?



Properties and Changes of Materials

**I know that some materials dissolve in a liquid to make
a solution.**



Last Lesson Recap



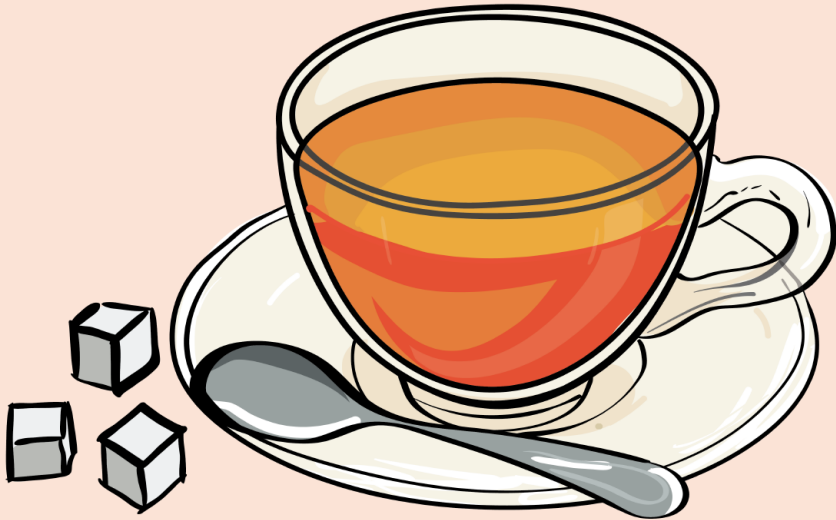
Can you remember any **magnetic materials**?
Can you remember any materials that **could help
insulate hot drink cups**?



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

Partner Talk

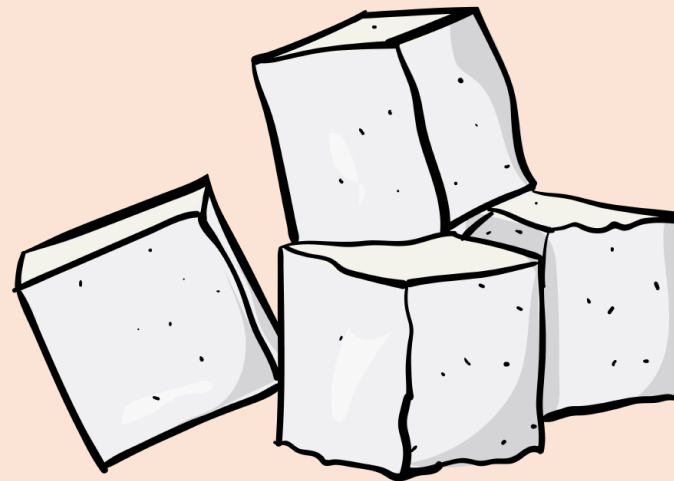
When someone puts **sugar** in a **hot cup** of **tea**, what happens to the sugar?



Does the sugar disappear?

We know the **sugar** doesn't **disappear** because we can taste it in the tea.

So if it doesn't **disappear**, why can we not see it?



NO!

It is because the **sugar** has **dissolved** into the liquid.



Dissolving

Some materials **dissolve** when you mix them with a **liquid**. When a material **dissolves in water**, it may look like it has **disappeared**, but it has just mixed in to make a **transparent (see-through) liquid** called a **solution**.



When no more material can dissolve into the liquid, we say that it is saturated.

This is a scientific way of saying it is 'full' and no more material can fit into it.



Dissolving

Materials that dissolve in water are soluble. Sugar and salt are both **soluble**. When mixed with water, they **dissolve** to make a transparent solution.

Materials that do not dissolve in water are insoluble. Sand and flour are both **insoluble**. When mixed with water, they do not dissolve.



Partner Talk



We have just learnt
some new scientific
words:
**dissolve, soluble, insoluble,
solution, saturated**

With your partner, can you
match up the word with its
definition?

insoluble

when nothing more can be
dissolved into the solution

soluble

cannot dissolve in a liquid

solution

the result of two materials
being mixed together

saturated

when a material can be
dissolved into a liquid

Partner Activity

Answers

soluble	can dissolve into a liquid
insoluble	cannot dissolve into a liquid
saturated	when nothing more can be dissolved into the liquid
solution	the result when two materials are mixed together



Investigation Time!



We will now explore different **materials** to see if they are **soluble or insoluble**.

How can we investigate if a material is **soluble**?

How will we know if it is **soluble**? What test can we do?

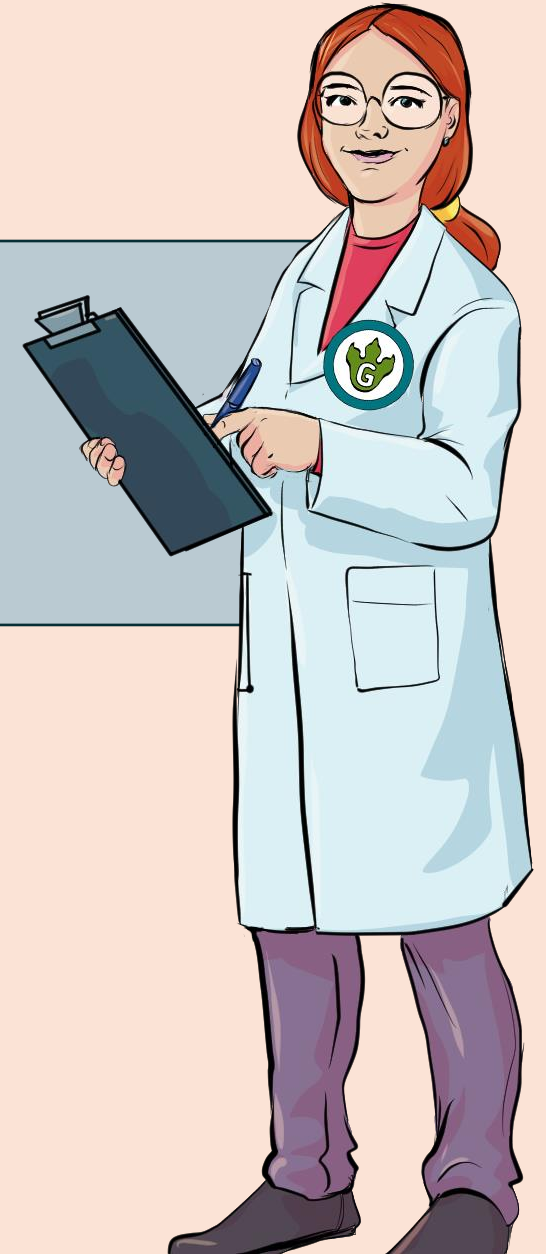
Use the sheet to record your findings.

Soluble or Insoluble

Material	Soluble or insoluble?	Time taken to dissolve in warm water

Thinking Time...

When we have **dissolved sugar into a liquid** to create a solution, can we get the sugar back?

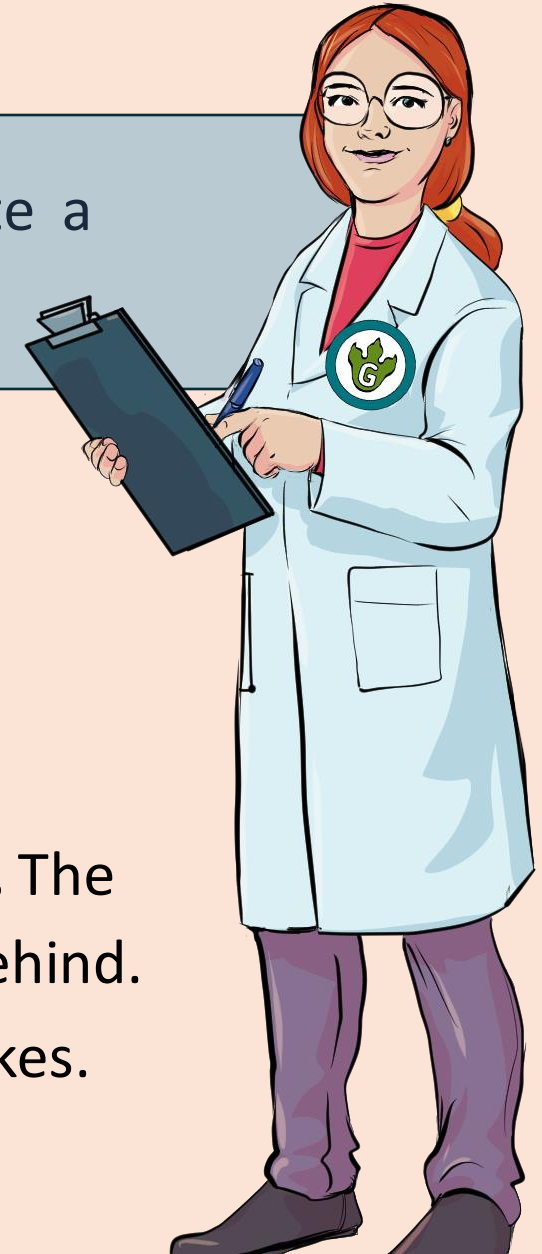


Thinking Time...

When we have **dissolved sugar into a liquid** to create a solution, can we get the sugar back?

YES!

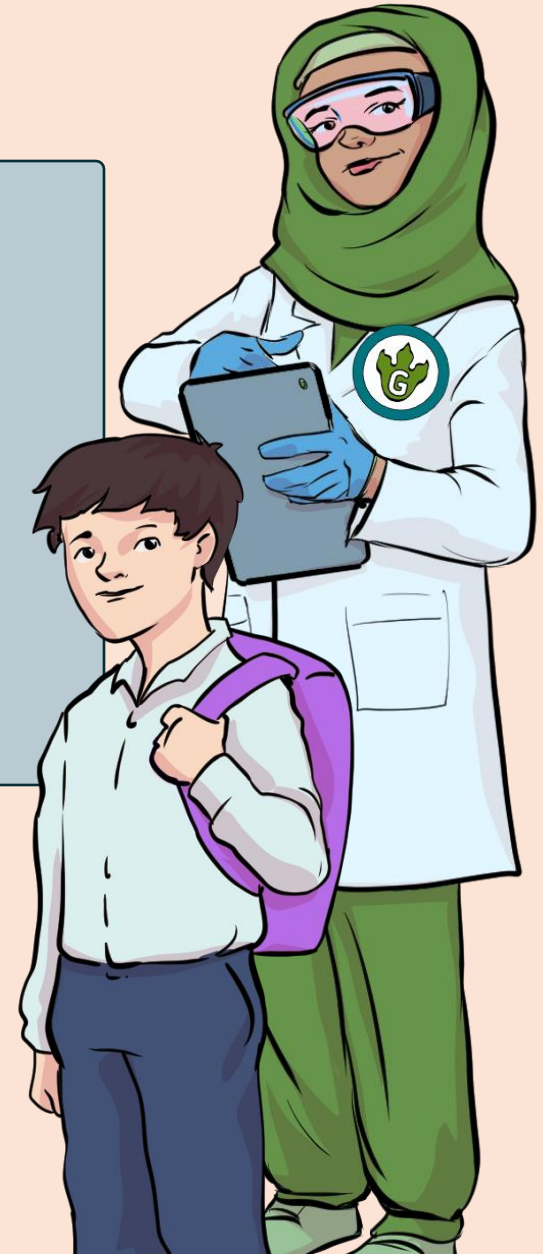
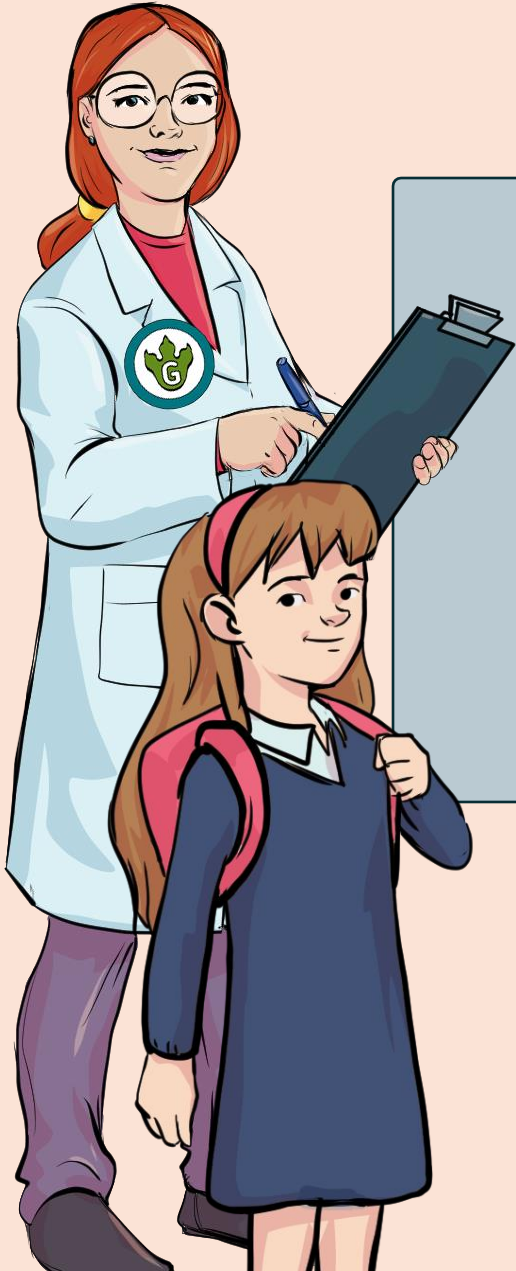
If you leave the solution, **the liquid will evaporate**. The sugar particles cannot **evaporate**, so they are left behind. You could try this as a class and see how long it takes.



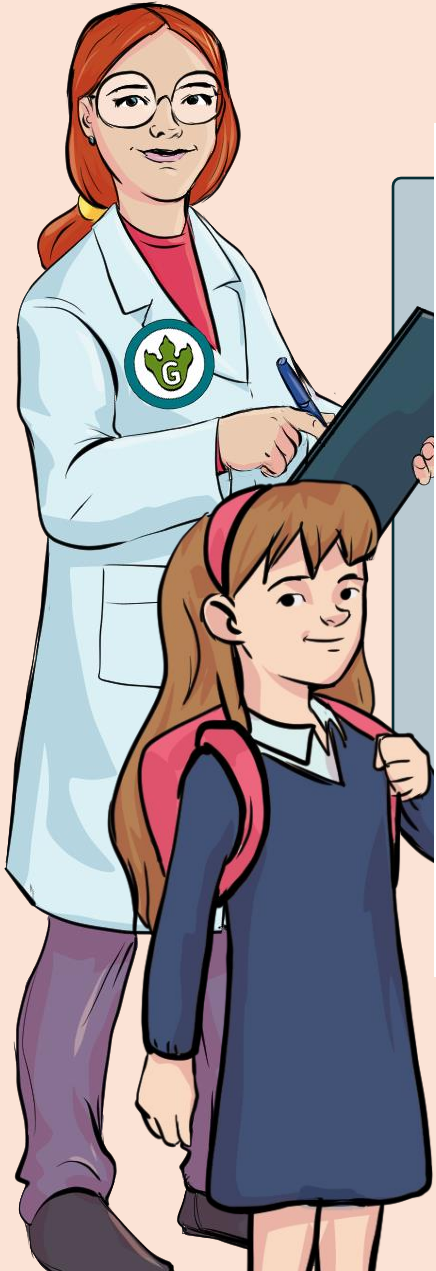
What did we find out?

Explain what you found out using **scientific vocabulary**.

**dissolve, soluble, insoluble,
solution, saturated**



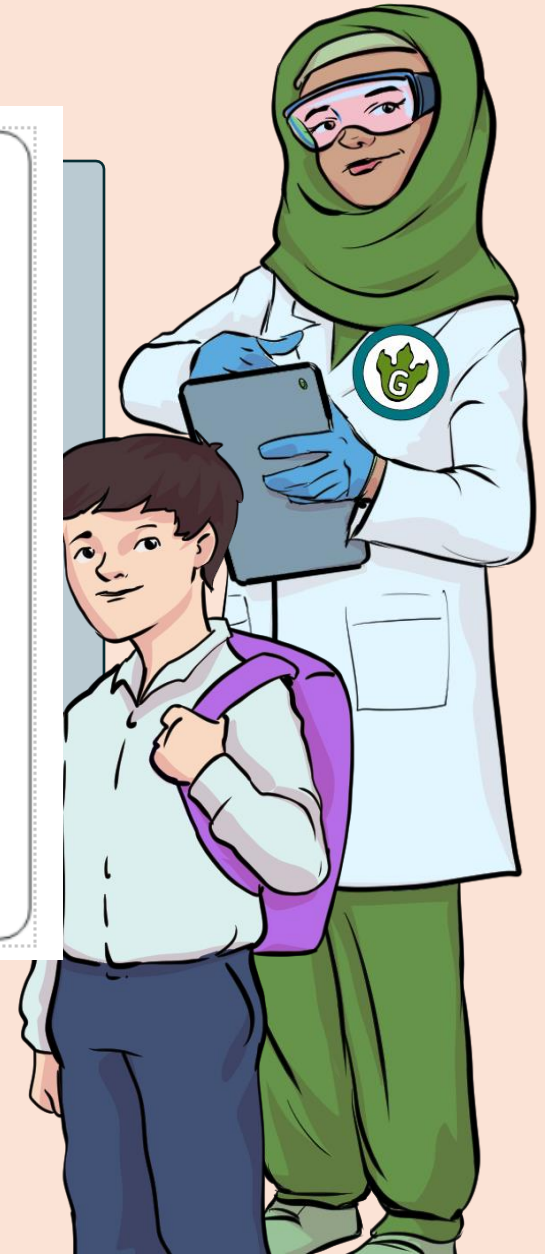
What did we find out?



What is the difference between a soluble and an insoluble material?

What happens to the material if it is soluble?

What happens to the material if it is insoluble?



PE

Tuesday 7th May

TBAT: develop fielding techniques and begin to use these under some pressure.

What techniques do we use for throwing?

What techniques do we use for catching?

PE

Tuesday 7th May

TBAT: develop fielding techniques and begin to use these under some pressure.

Success Criteria

- Be in a ready position knees bent and feet shoulder width apart to track the ball as it comes towards you.
- Watch the speed of the ball as it comes towards you to help you decide which technique to use.

Whole Child Objectives

Social: To work collaboratively in a group to self-manage games.

Emotional: To play honestly, abiding by the rules of the game.

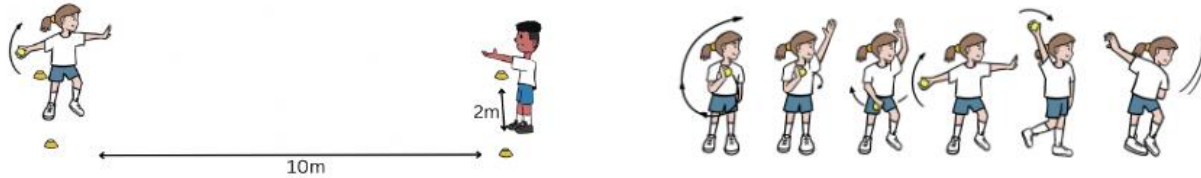
Thinking: To assess the situation and select and apply skills under pressure.

PE

Tuesday 7th May

TBAT: develop fielding techniques and begin to use these under some pressure.

A In pairs, with four cones and a tennis ball. Set up two gates 2m wide and 10m apart. Pupils stand in their gate. They practise bowling with each other.

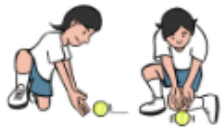


Grip: hold the ball with two fingers apart on top of the ball, and thumb underneath. Stance: stand sideways on. Action: draw a number 6 with bowling arm. Step forward with opposite foot to bowling arm to build momentum and speed. Release with a straight arm and same foot stepping on follow through.



C Use a long barrier

Track the ball. Get low



Short barrier

Long barrier

PE

Tuesday 7th May

TBAT: develop fielding techniques and begin to use these under some pressure.

