

$$5,000 + \underline{\quad} + 60 = 5,460$$

Partition 509,975

$$2.5\text{kg} = \underline{\quad}\text{g}$$

$$5000\text{g} = \underline{\quad}\text{kg}$$

Write three common factors of 50 and 100

$$\frac{3}{4} + \frac{4}{5} \qquad \frac{4}{5} - \frac{3}{8}$$

TBAT- read coordinates and translate simple polygons.

3 in 3

1) 20% of $310 =$

2) $\frac{4}{5} \times 60 =$

3) $\frac{2}{3} + \frac{3}{12} =$

Challenge: $\frac{4}{5} \times 555 =$

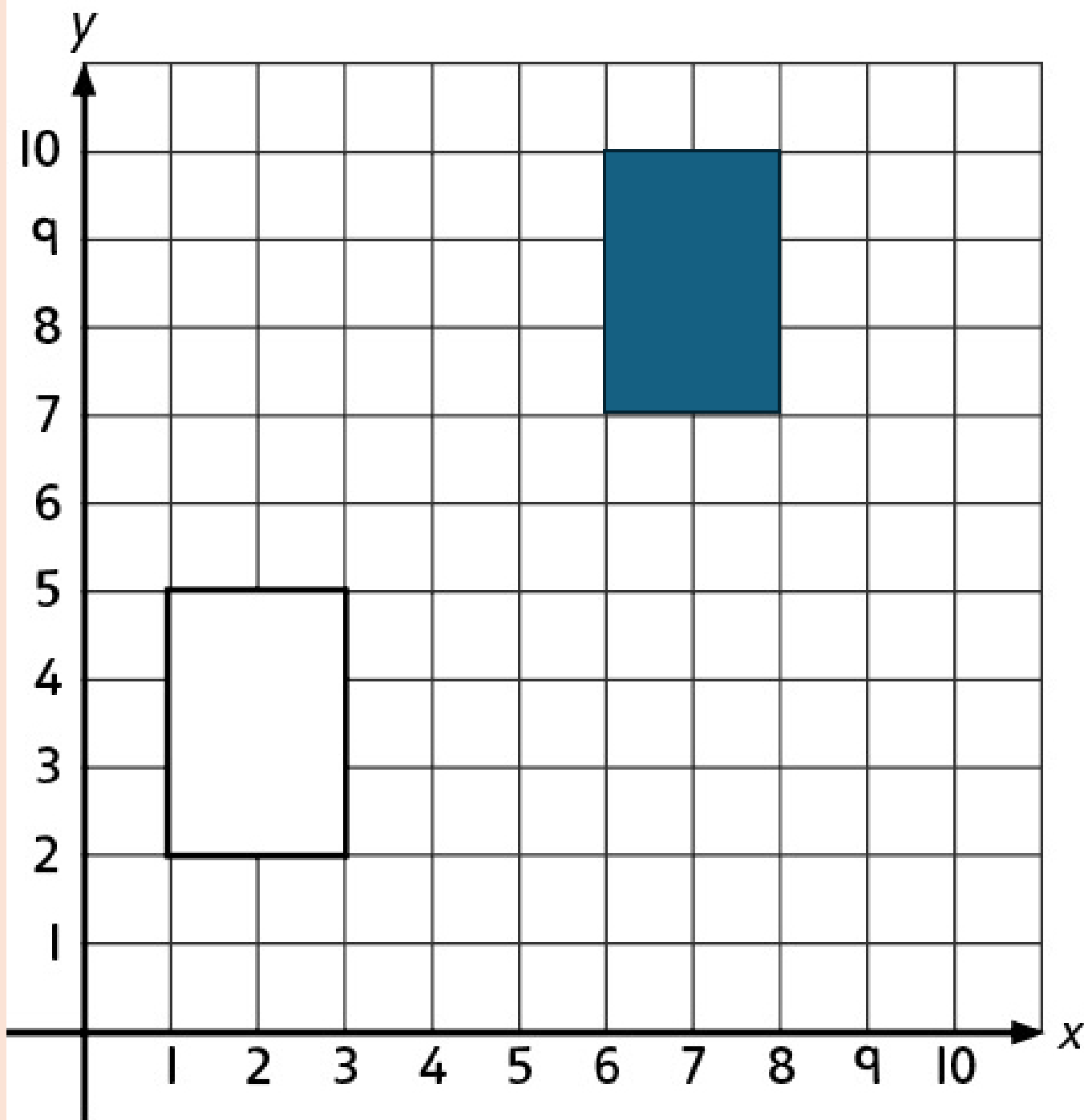
Daily 10 x12

Daily 10 - Mental Maths Challenge - Topmarks

Talk partners:

1) What order are coordinates written in?

2) What will happen to a polygon if 4 is added to all of the x coordinates?

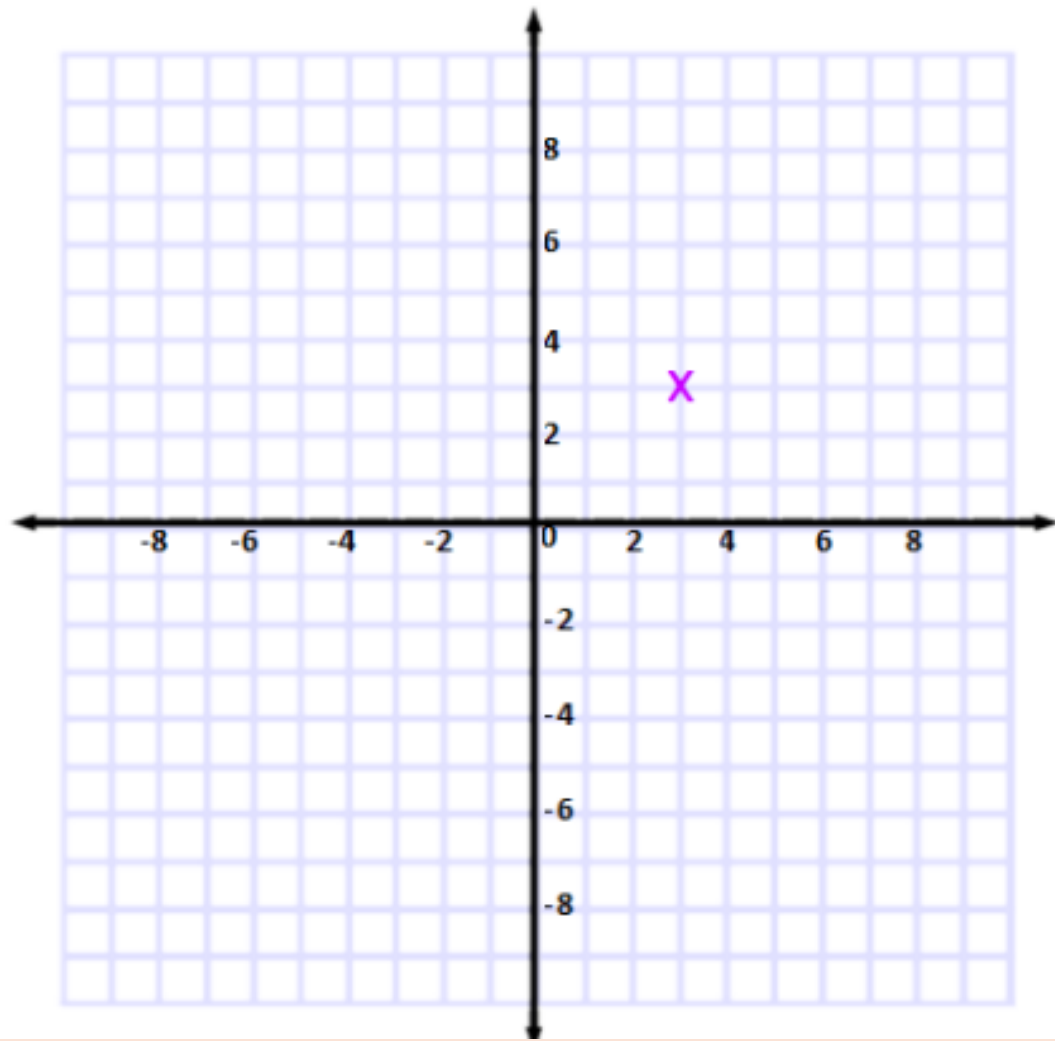


Identify the x and y axis.
Which coordinate do we give first?

Use coordinates to identify the vertices of the rectangle.

Use coordinates to identify the vertices of rectangle 2.

Challenge: What is the translation of the shape.

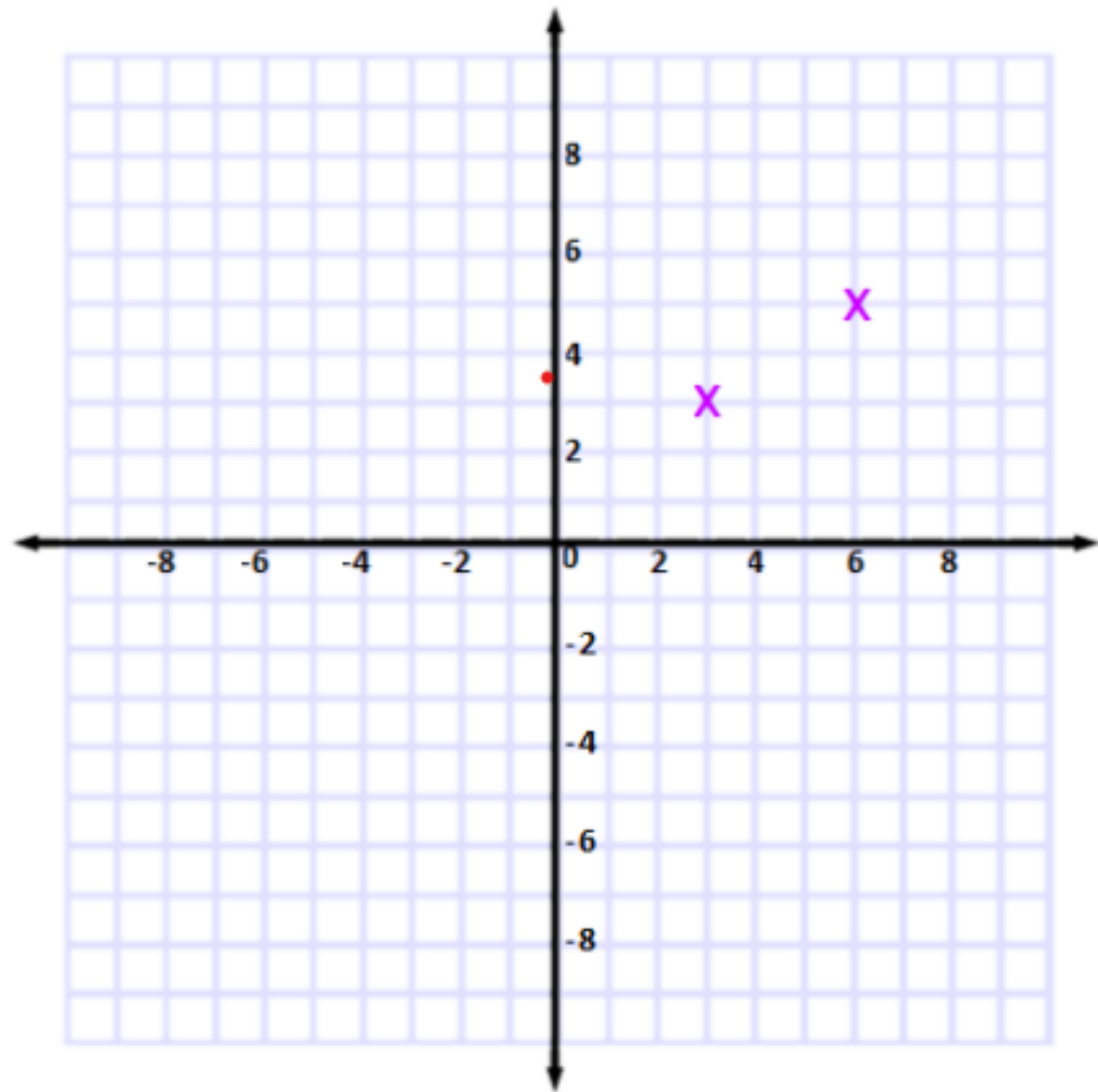


What is the coordinate position of the x on the grid?

The x coordinate of the point is ____.

The y coordinate is ____.

The point is at position _____.

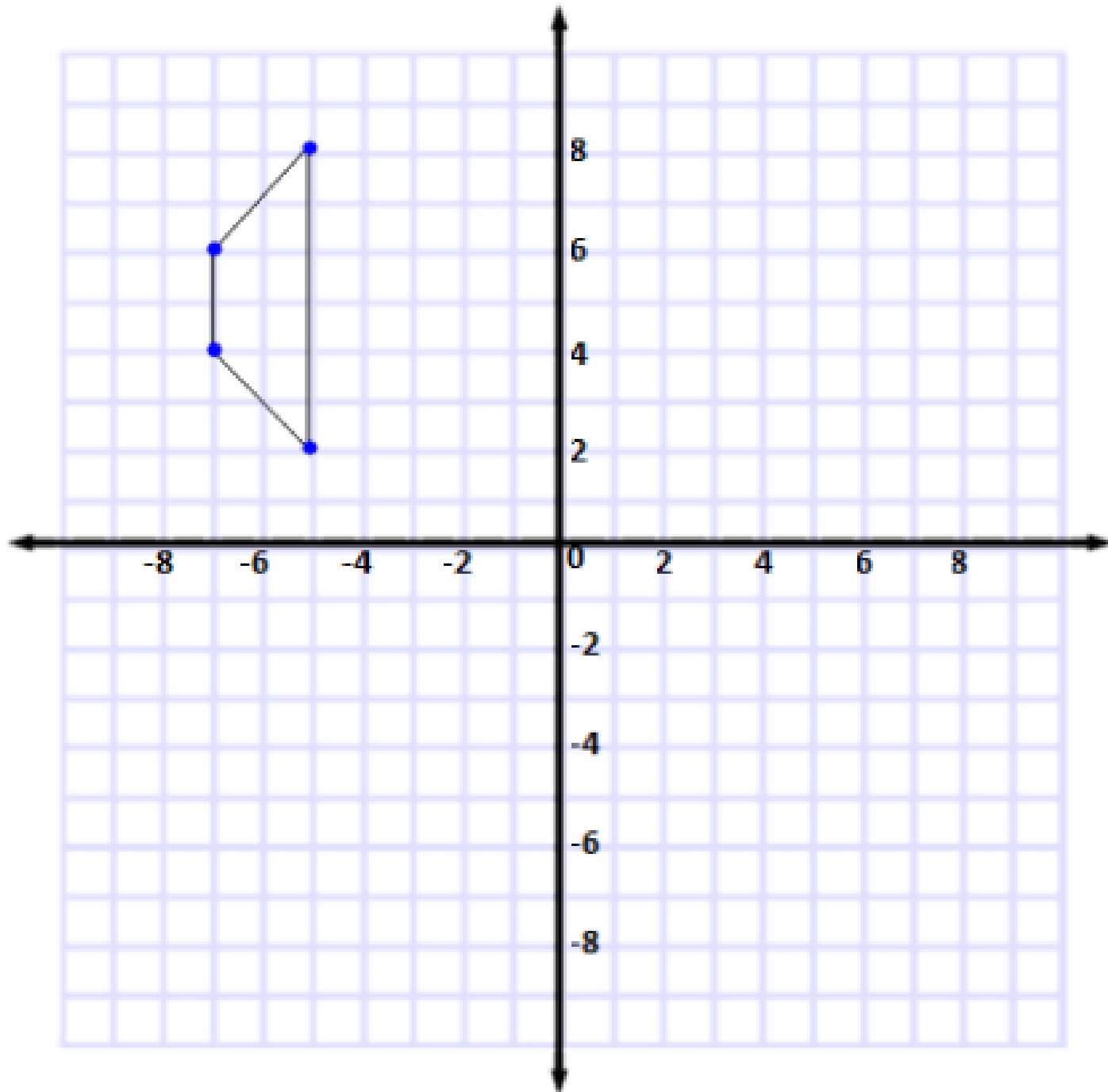


What is the coordinate position of the x on the grid?

The x coordinate of the point is ____.

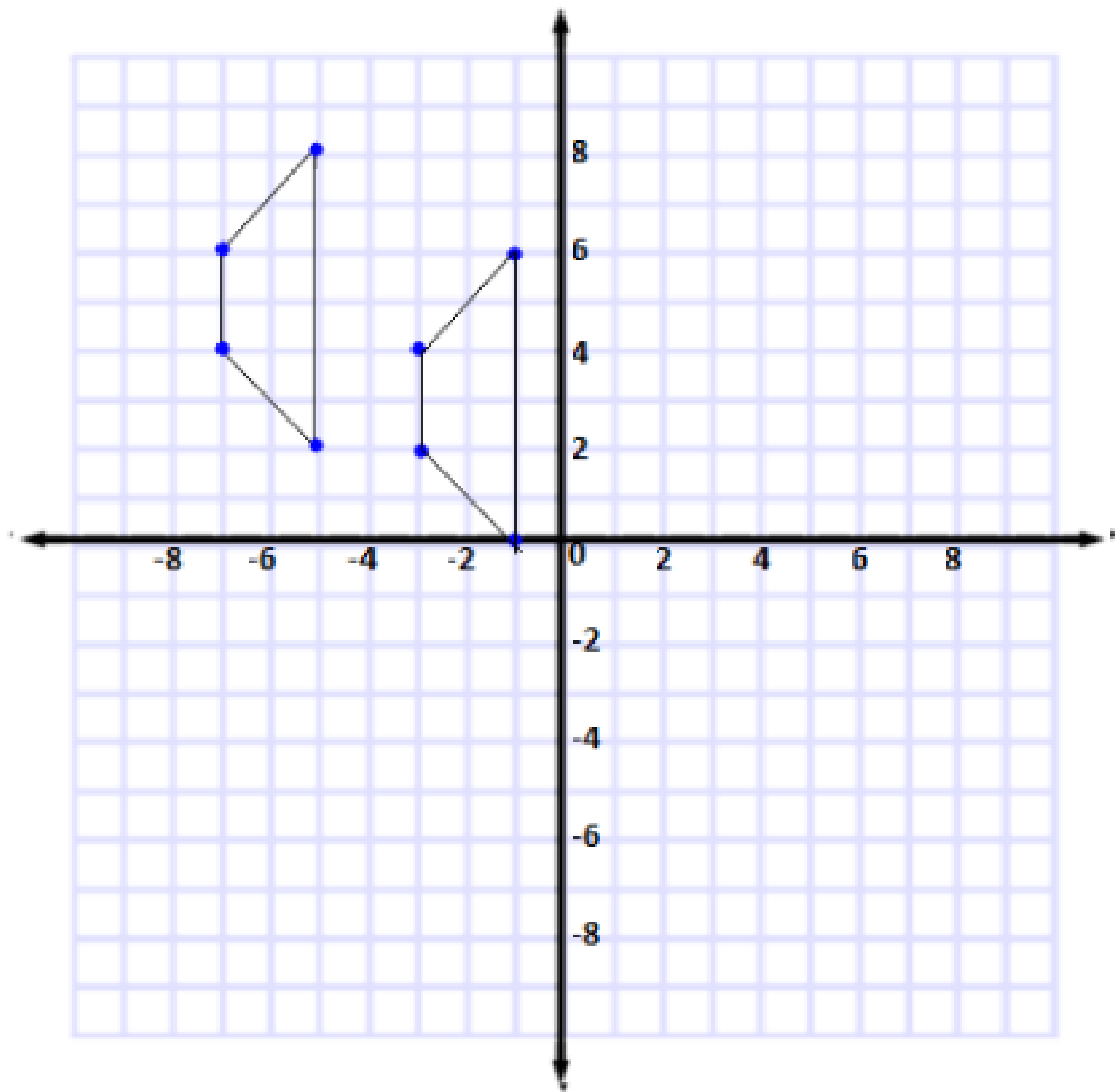
The y coordinate is ____.

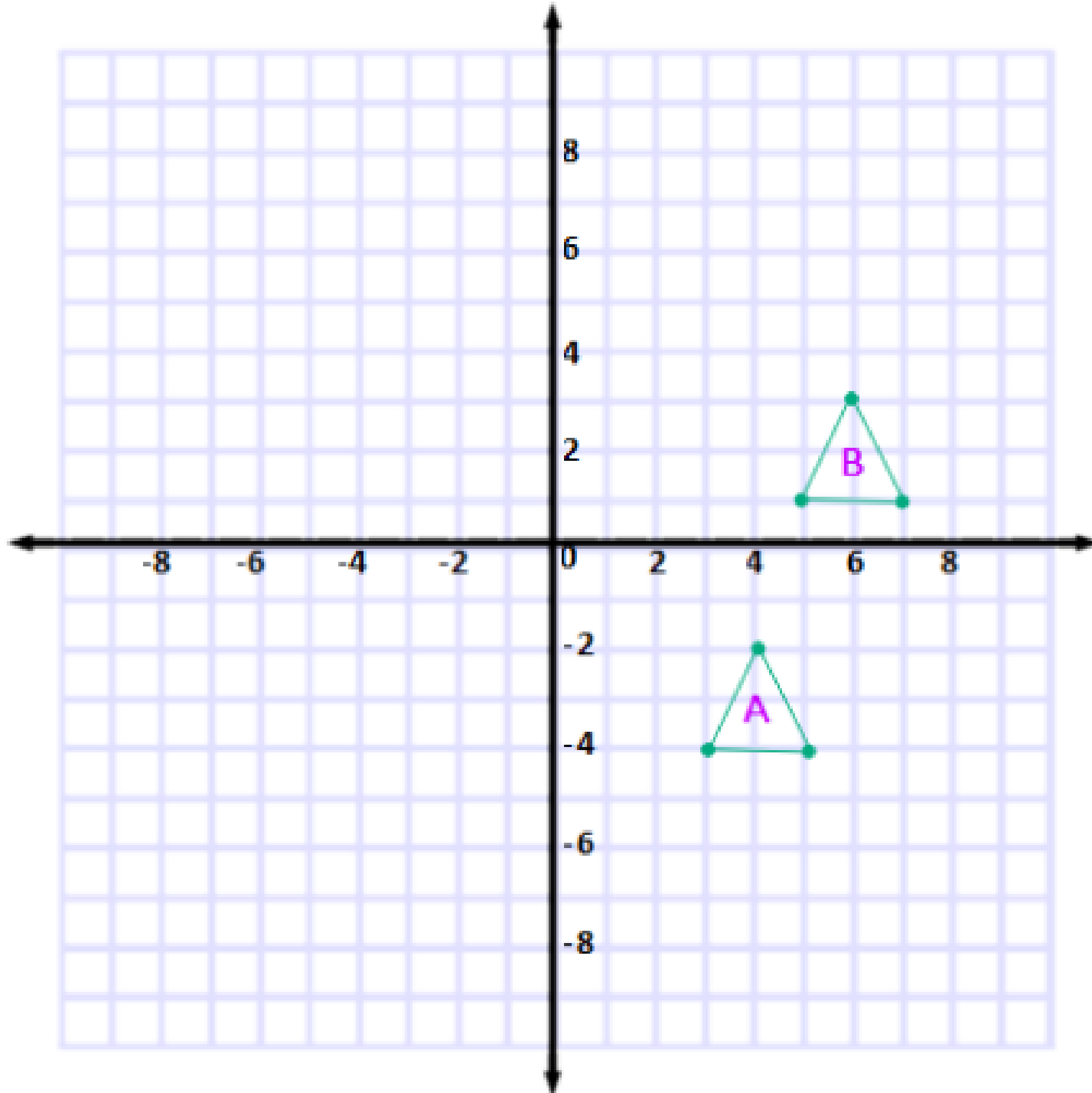
The point is at position _____.



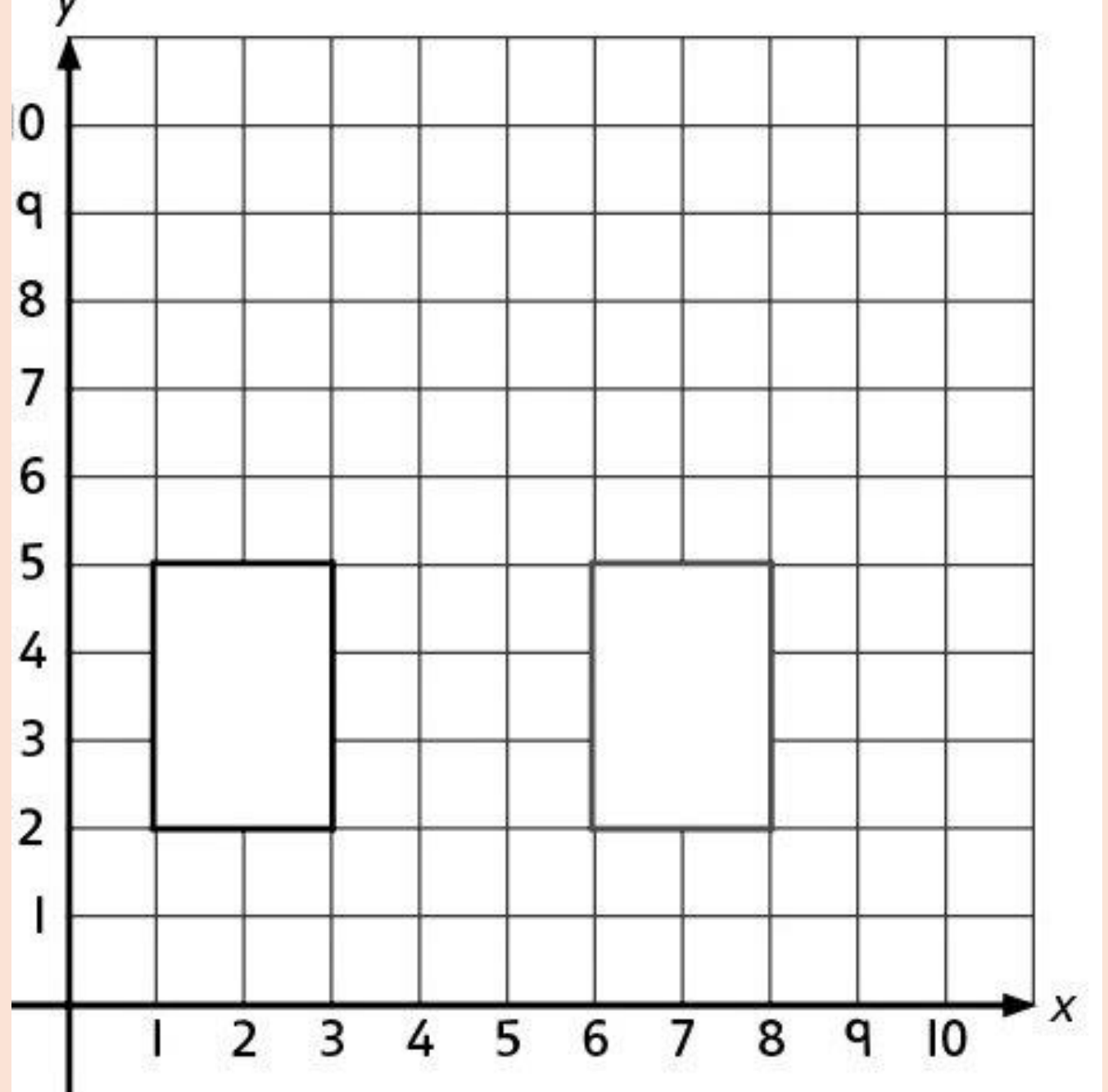
What is the name of this shape?

What are the coordinates?



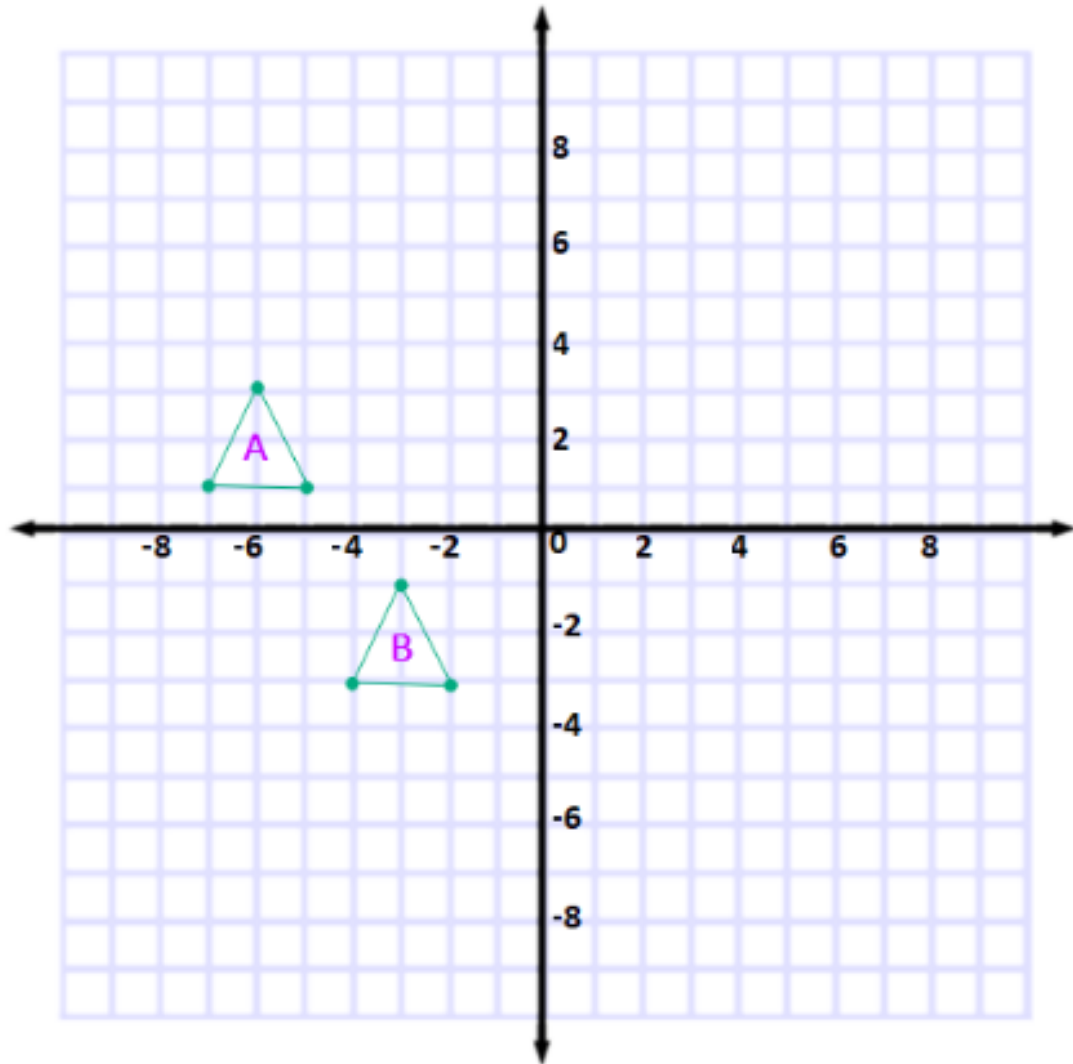


Talk partners:
I have translated
the rectangle 3
squares to the
right.
True or false?
explain.

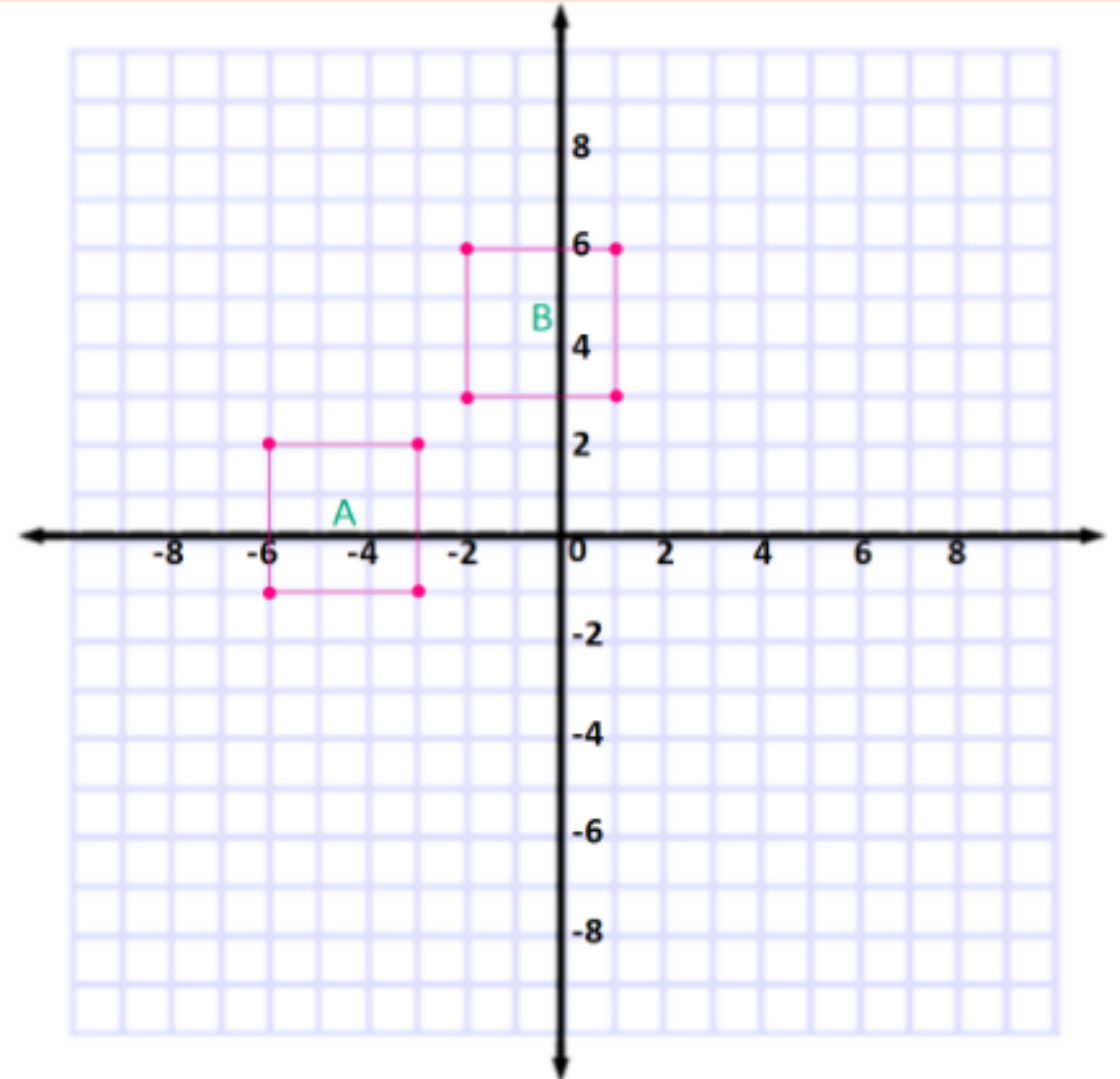


Describe the translation:

Blue



Green



Independent:

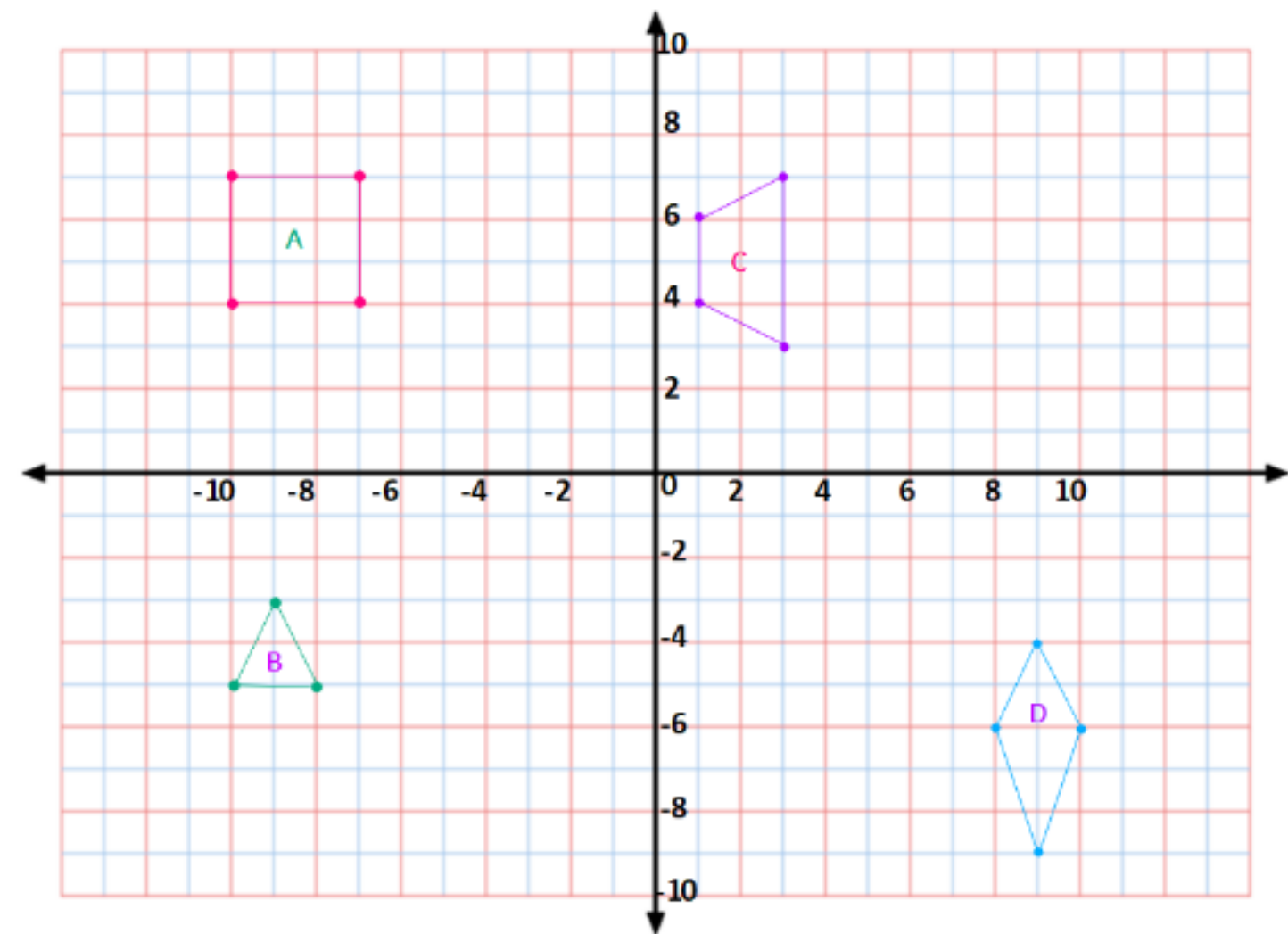
Translate shape A - 3 right, 2 up.

Translate the shapes and write their new coordinate positions.

Translate shape B - 5 right, 5 down.

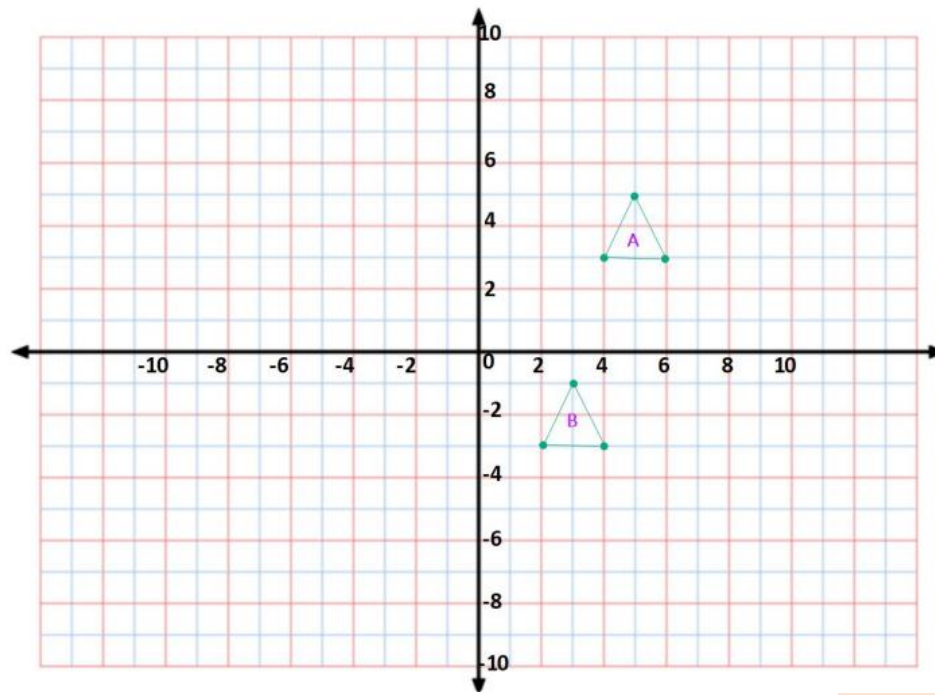
Translate shape C - 4 left, 2 up.

Translate shape D - 2 right, 8 up.



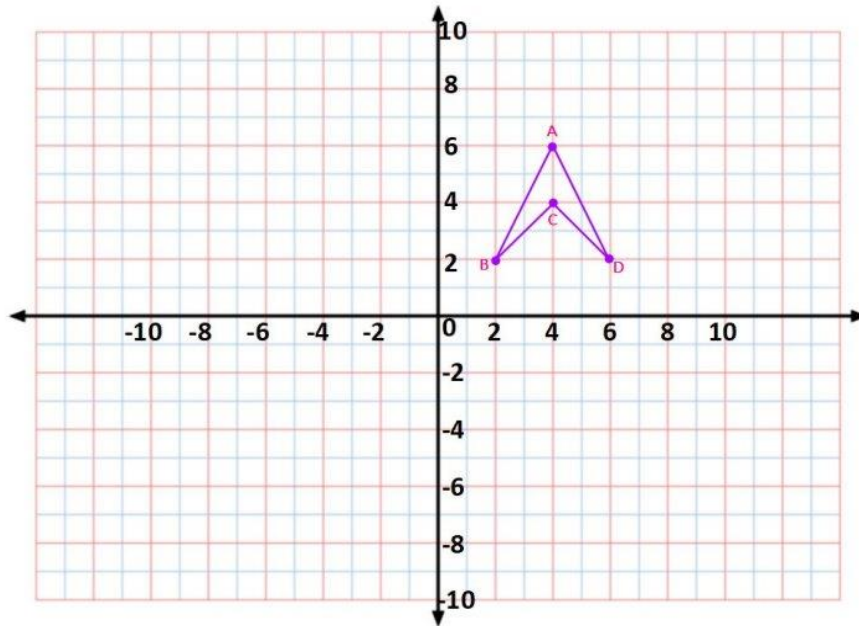
Independent:

Describe the translation of the triangle from position A to position B.



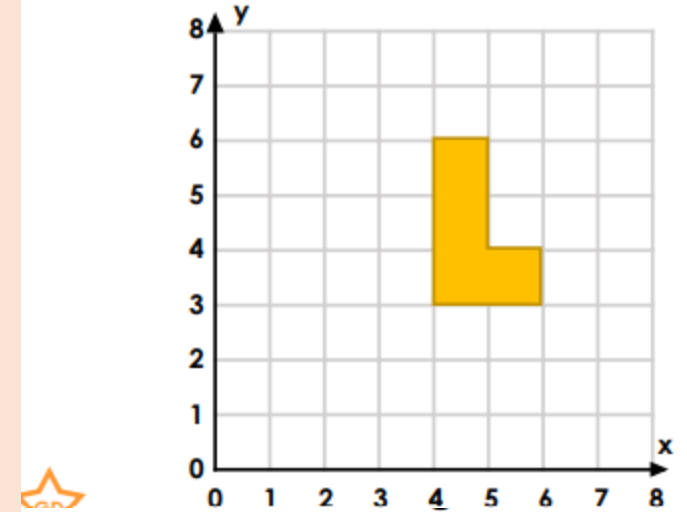
Translate the delta:
4 left, 5 down

What are the coordinates of the vertices in its new position?



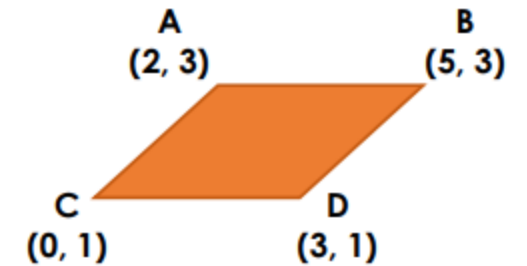
Challenge:

8a. Finley must translate a shape 2 units then 1 unit, but he can't remember the directions. What could the coordinates of the translated shape be?



Mastery:

shape 2 units right and 5 units up.



Henrietta thinks the translated coordinates of vertex B will be (2, 6).
Ying thinks the translated coordinates of vertex D will be (6, 6).
Who is correct? Explain how you know.

This week, we are going to practise spelling a collection of words that are all **adverbials of time**.

Adverbials of time describe the timing of the action in a sentence.

Mr Whoops is confused. Can you help him to chose the correct spelling to complete these sentences?



Yesterday my mum took me to a new hairdresser, who gave me an amazing new haircut.

Mr Whoops is confused. Can you help him to chose the correct spelling to complete these sentences?



Our teacher told us to stop talking because he had something important to tell us.

Mr Whoops is confused. Can you help him to chose the correct spelling to complete these sentences?



I can't wait until _____ - I am going to watch my favourite football team in the Cup final!



Here are this week's spellings to practise.
Put 2 words into a sentence

yesterday

eventually

tomorrow

recently

later

previously

immediately

finally

earlier

lately

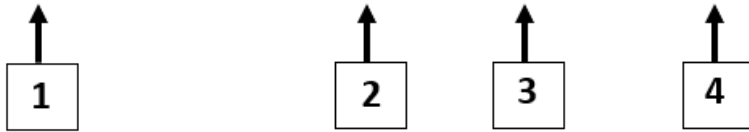
Wednesday 8th May

TBAT: plan your diary

1. Write the correct label in each box.

Noun	Adjective	Adverb	Verb
A	B	C	D

Year 5 rushed out to the small playground excitedly.



2. Tick **one** box in each row to show whether the underlined word is an **adjective** or an **adverb**.

Sentence	Adverb	Adjective
a) The <u>docile</u> koala ignored the tourists.		
b) <u>Soon</u> , the grey clouds covered the sky.		
c) The chef was <u>talented</u> and effortlessly made a great dessert.		

3. Which **verb form** completes the sentence below?

Whilst she _____ in the woods, she got lost.

Tick **one**

has walked

 1

is walking

 2

had walked

 3

was walking

 4

CHALLENGE

True or False- explain your answer

The word 'watch' can only be a noun.

Wednesday 8th May
TBAT: plan your diary

BLUE / GREEN

Tell your partner 2 of the most important things about the trip last week.

Why were they the most important?

Wednesday 8th May

TBAT: plan your diary

List your 4 activities and then write the concluding section-

Where will you finish your diary?

DO NOT USE-
Then I went to bed!

Writing your diary

INTRODUCTION (Already written- last Tuesday)

Activity 1 -

Activity 2 -

LUNCH (Already written- last Friday)

Activity 3 -

Activity 4 -

End of the Day and conclusion

Wednesday 8th May

TBAT: write a diary entry

Begin to write your diary entry

Success Criteria

Have you included the features of a diary?

PLUS

Have you used:

parenthesis? Dashes or brackets

parenthesis using commas for clarity?

fronted adverbial?

A range of punctuation?

any of the Year 5/6 spelling words?

any prefixes or suffixes?

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	

ART

Wednesday 8th 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. Explain the difference between foreground and background
2. Give 2 things which would engage the audience whilst watching a performance

Wednesday 8th 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 (SHREK) begin to design your back-drop. Think about what other props would be on the stage. Last week you designed the background- Today we need to think about other scenery and props for the stage.

Wednesday 8th May

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

Remember the actors need space to move around and perform

What could you include on the sides of the stage?

What could be at the back of the stage?

Do your performers need to 'hide' behind anything whilst performing?

Last week you designed the background- Today we need to think about other scenery and props for the stage.

Lesson 2: Combining output components

TBAT- write a program that includes count-controlled loops

- I can connect more than one output component to a microcontroller
- I can use a count-controlled loop to control outputs
- I can design sequences that use count-controlled loops

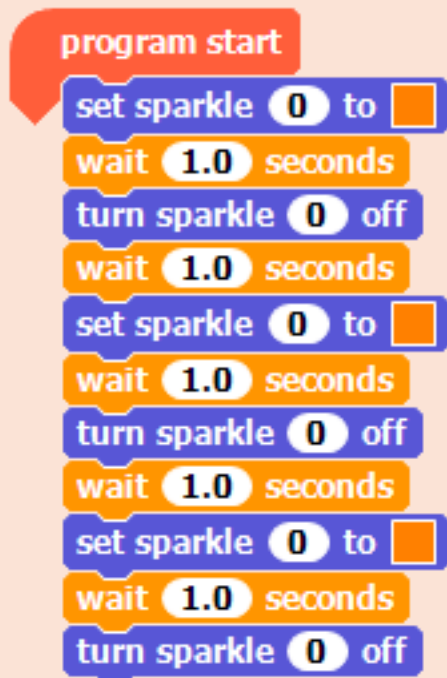
Blue

What is a microcontroller?

Green

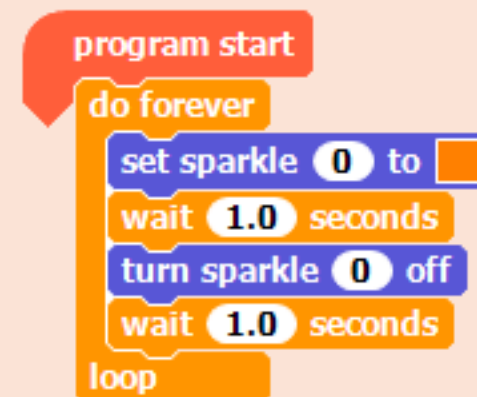
What is an algorithm?

Which program would make the Sparkle change like this?



```
program start
set sparkle 0 to [ ]
wait 1.0 seconds
turn sparkle 0 off
wait 1.0 seconds
set sparkle 0 to [ ]
wait 1.0 seconds
turn sparkle 0 off
wait 1.0 seconds
set sparkle 0 to [ ]
wait 1.0 seconds
turn sparkle 0 off
```

Starting in
3



```
program start
do forever
set sparkle 0 to [ ]
wait 1.0 seconds
turn sparkle 0 off
wait 1.0 seconds
loop
```

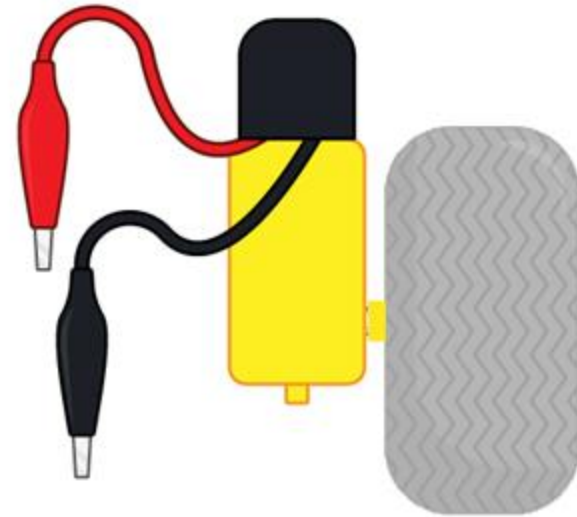
Note: The animation above repeatedly shows one pattern.

Controlling outputs

You are going to connect a geared motor to your Crumble.

A motor can:

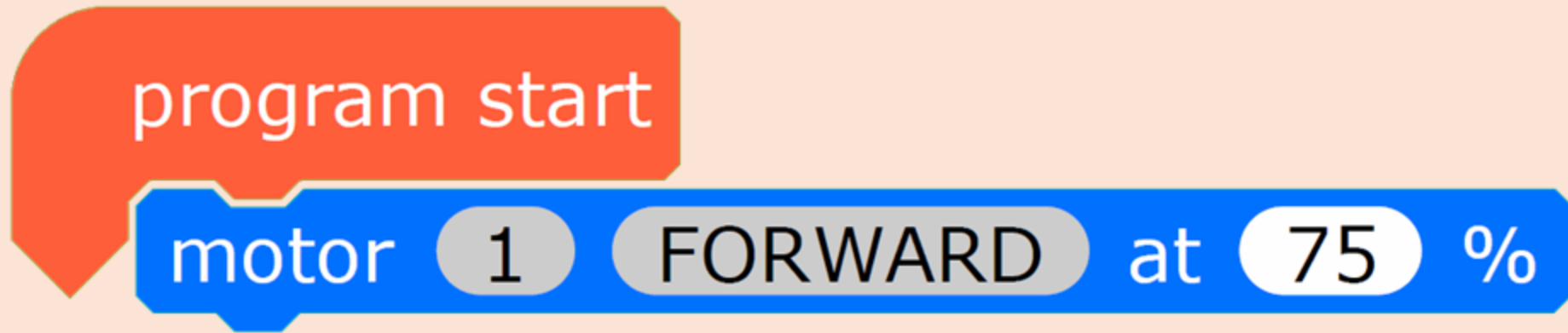
- Spin forwards
- Spin backwards
- Go at different speeds
- Stop



motor 1 FORWARD at 75 %

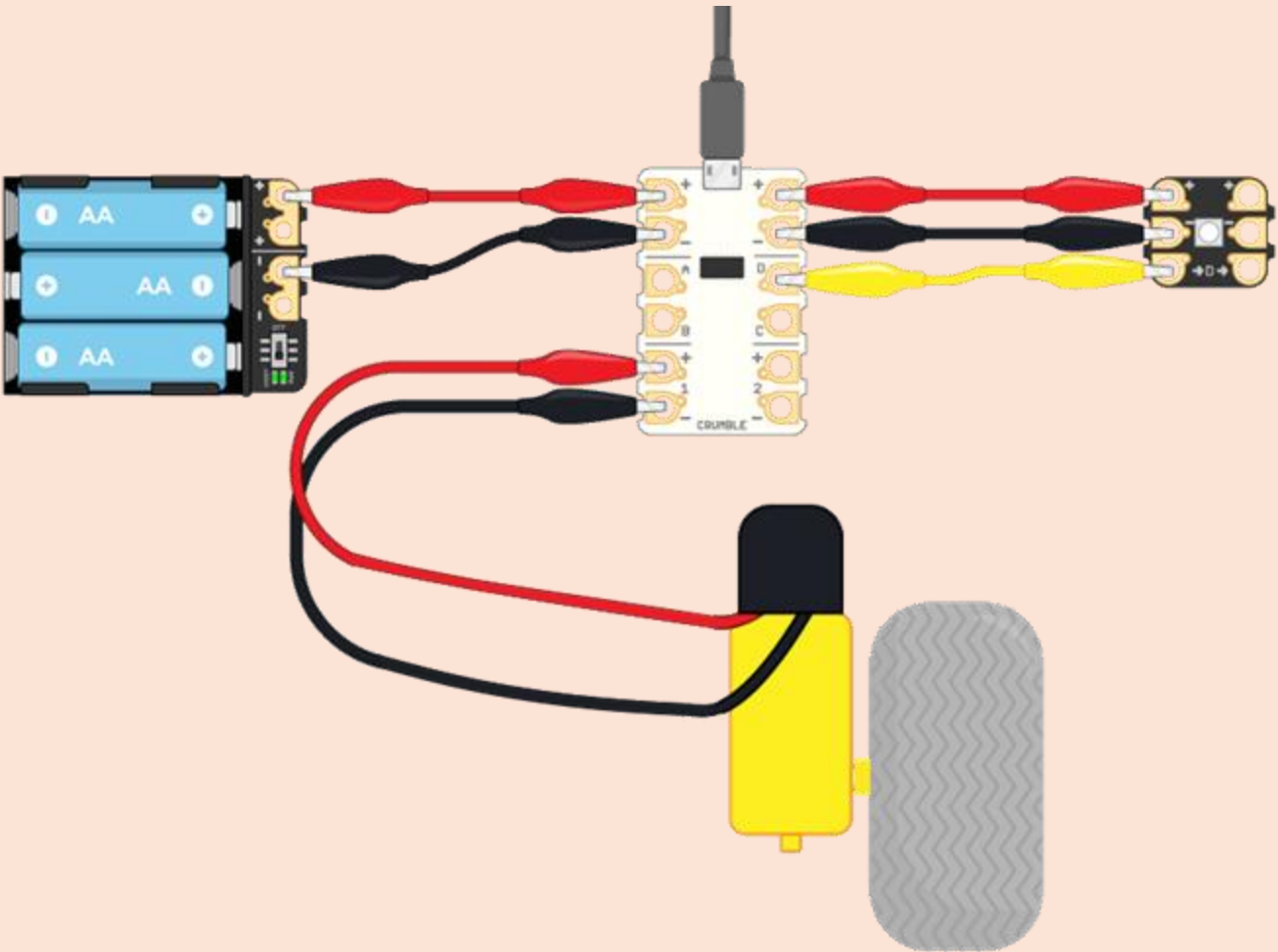
motor 1 REVERSE at 50 %

motor 1 STOP



Click on the word in the centre to change the motor block direction.

Connecting a motor and a Sparkle

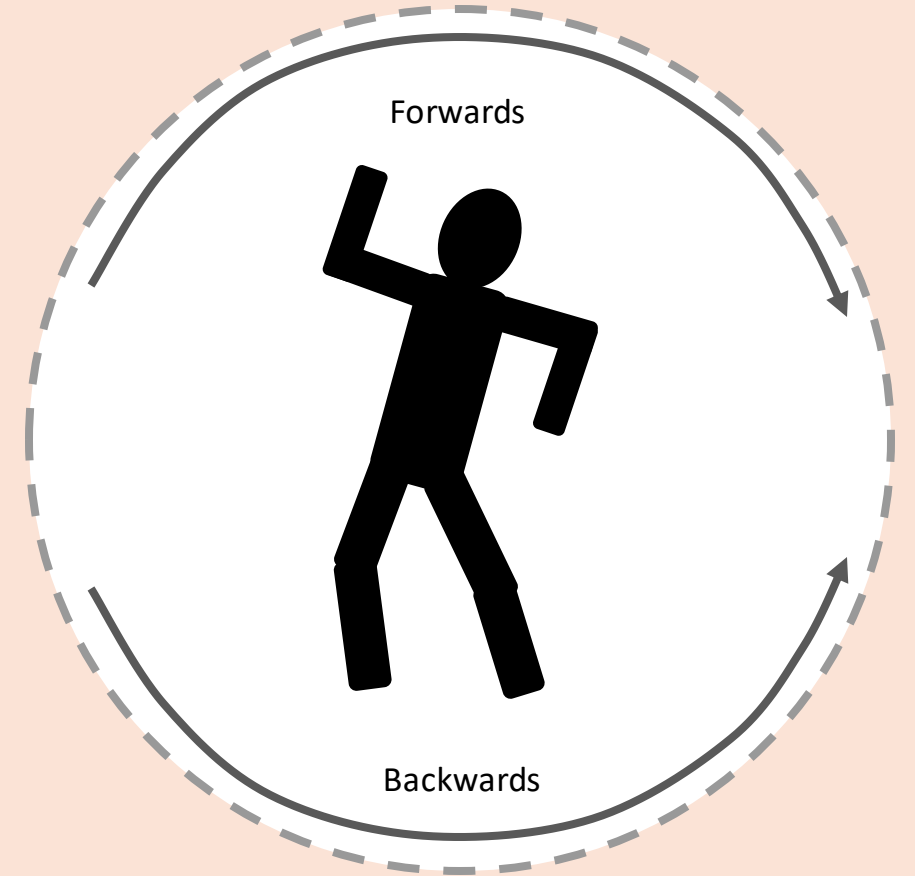


Motor direction

Cut out the disc and sticky-tack it onto your wheel.

This will help you check that your motor is connected properly and spins according to the commands.

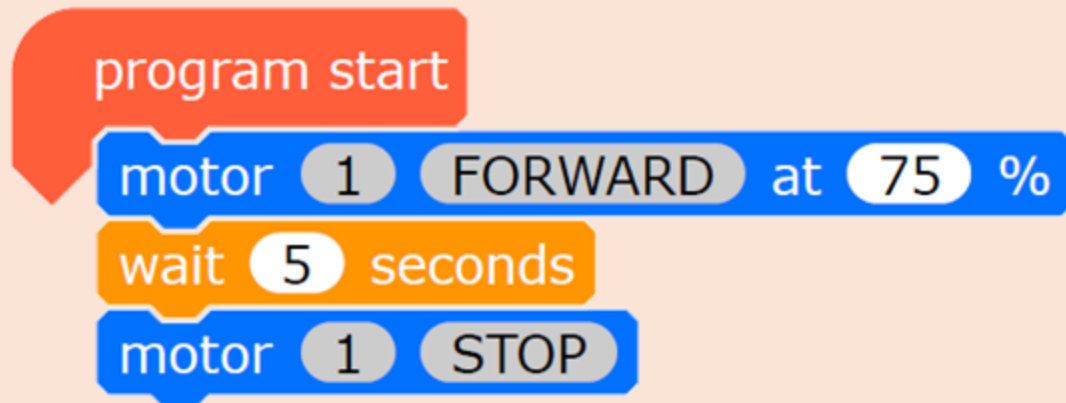
If your motor commands don't match the disc, switch the red and black motor lead connections on your Crumble.



Controlling output devices

Blue

Create this program first and run it to check your motor is working.



Green

Add the two sparkle blocks as shown below and run the program again.

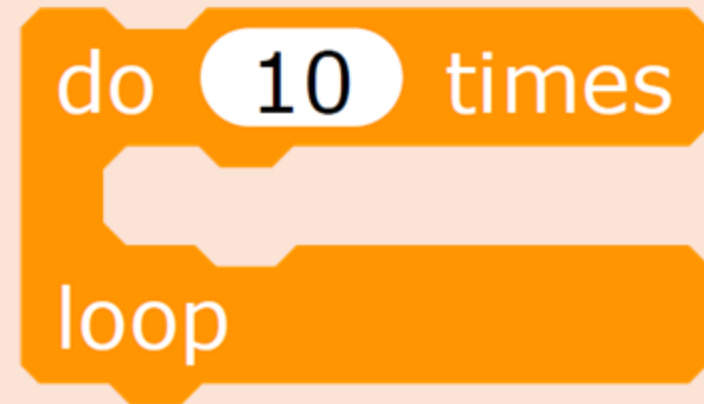


Count-controlled loops

This form of repetition is a count-controlled loop.

You can use them when you know how many times you want the commands repeated.

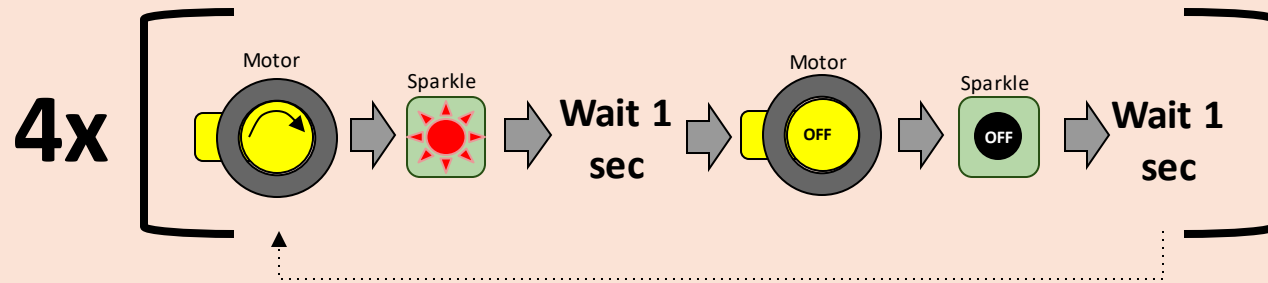
They use a counter to control how many times the commands are repeated.



Paired work:

Create and test two programs, one for each of these algorithms.

Algorithm 1



Algorithm 2

Spin the motor forwards
Repeat the following **3 times**
Light the Sparkle green
Wait for 0.5 seconds
Turn the Sparkle off
Wait for 0.5 seconds
Turn the motor off

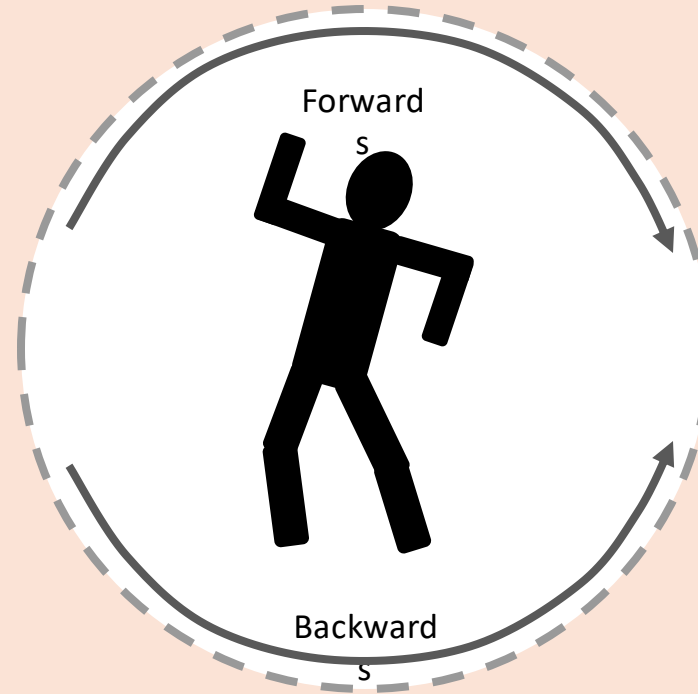
Disco dancer

Create an algorithm to make the dancer move and the light flash.

Your algorithm should be clear and precise.

Think about changes, times, and loops.

When you've created your algorithm, share it with another group.



Example: Algorithm 2

Spin the motor forwards

Repeat the following **3 times**

Light the Sparkle green

Wait for 0.5 seconds

Turn the Sparkle off

Wait for 0.5 seconds

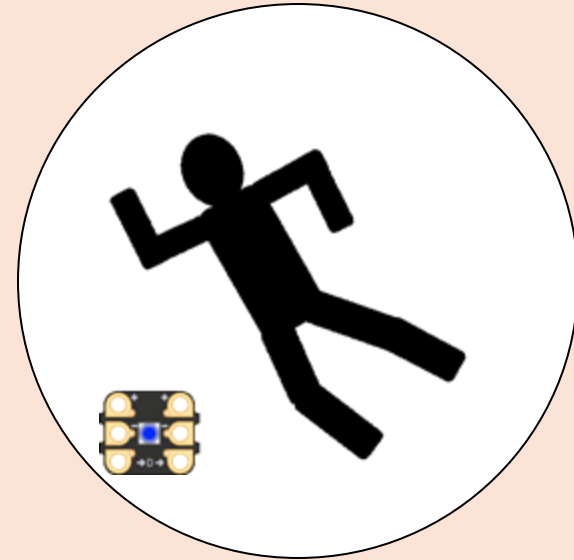
Turn the motor off

Program and test

- 1) Use your algorithm to guide you in writing your program.

When you've written your program, test it and check the outcome against your algorithm.

- 2) Screenshot this and put it on your assignment.



Comparing count-controlled loops

- A. In which program will Sparkle 0 change colour the most times?
- B. In which program will Sparkle 0 change to green the fewest times?
- c. In which program will Sparkle 0 shine red for the longest amount of time altogether?

