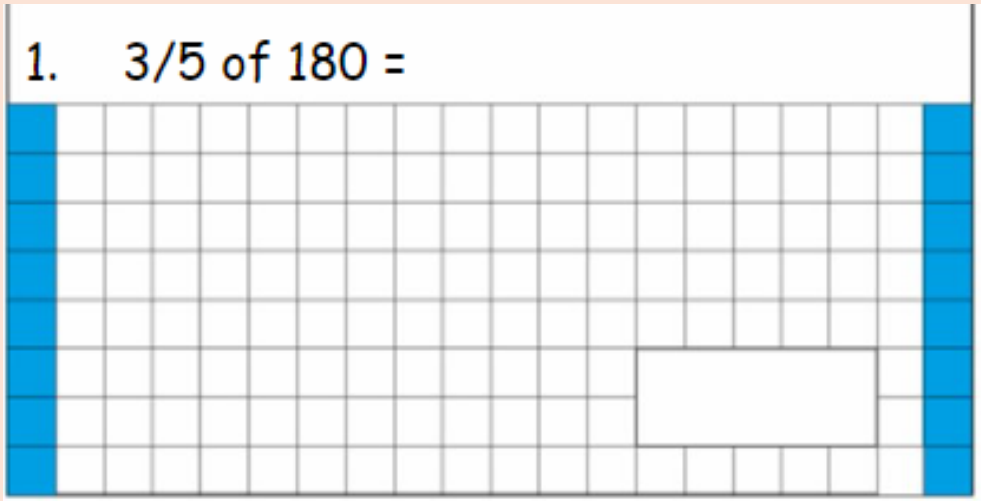
Morning Challenge 23/6/25

1) 67.9 x 100=
2) 60 x 80 =
3) 456 divided by 4 =
4) 6, 283 divided by 11 =
5) 567 x 8 =
6) 2, 311 x 22 =
7) 5/6 x 6 =
8) 2/3 x ½ =
9) 12/14 - ¾ =
10) 5/6 + 3/8 =

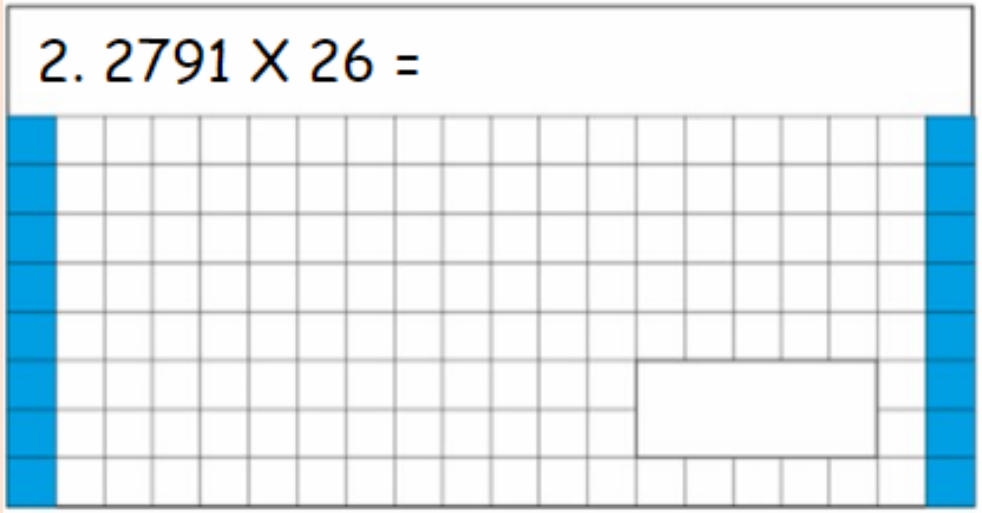
TBAT: calculate the perimeter of rectangular and compound shapes. 3 in 3

1. 3/5 of 180 =



1 mark

2. 2791 X 26 =



1 mark

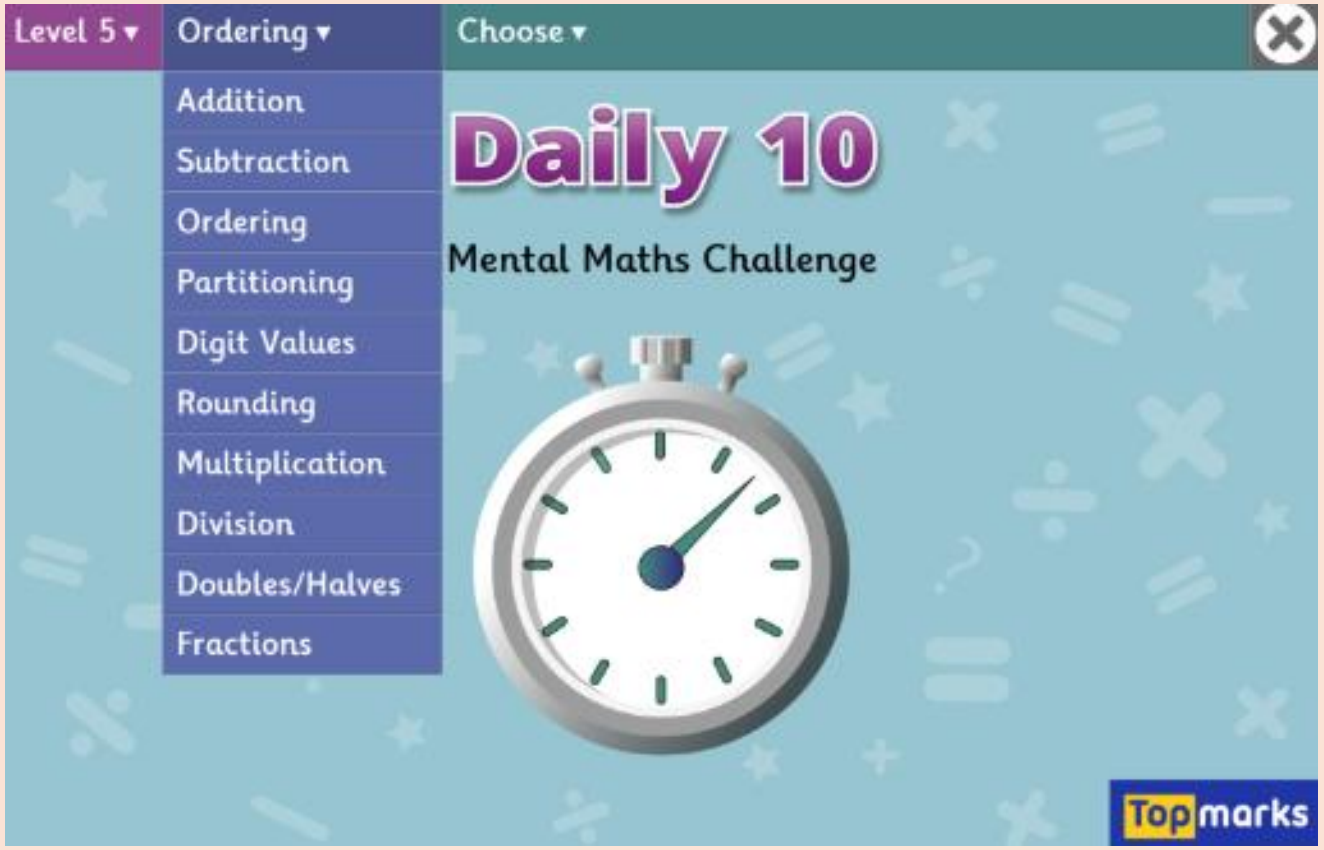
Here is part of a train timetable.

Newcastle	–	09:35	–	–	13:35	–
Leeds	09:15	11:00	11:15	13:15	15:00	15:15
Sheffield	10:57	–	12:57	14:57	–	16:57
Coventry	13:34	15:19	15:34	17:34	19:19	19:34

a) How long is the train journey from Newcastle to Leeds?

Challenge:

Zoe is at Leeds station at 11:05. She wants to travel to Coventry. She catches the next train. At what time will she arrive in Coventry?



[Daily 10 - Mental Maths Challenge - Topmarks]

Blue

10 + 10 + 3.5 + 3.5=

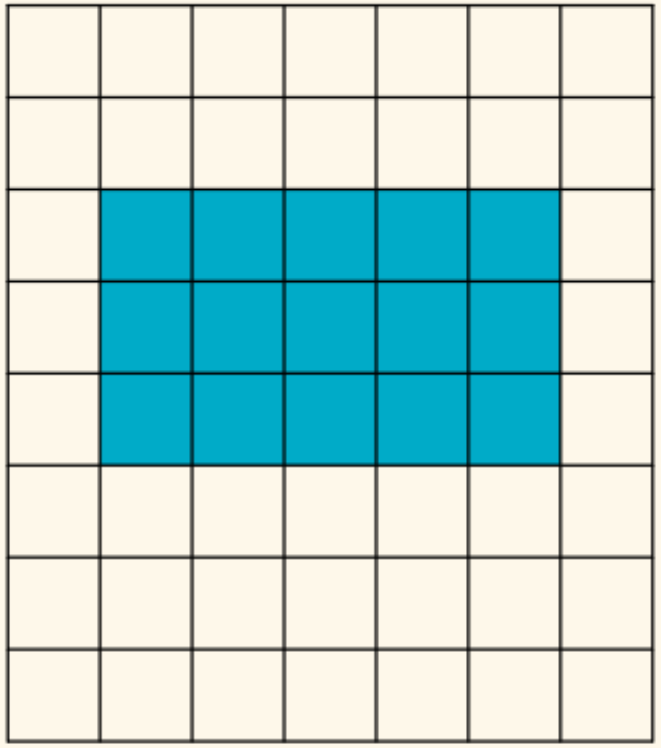
Green

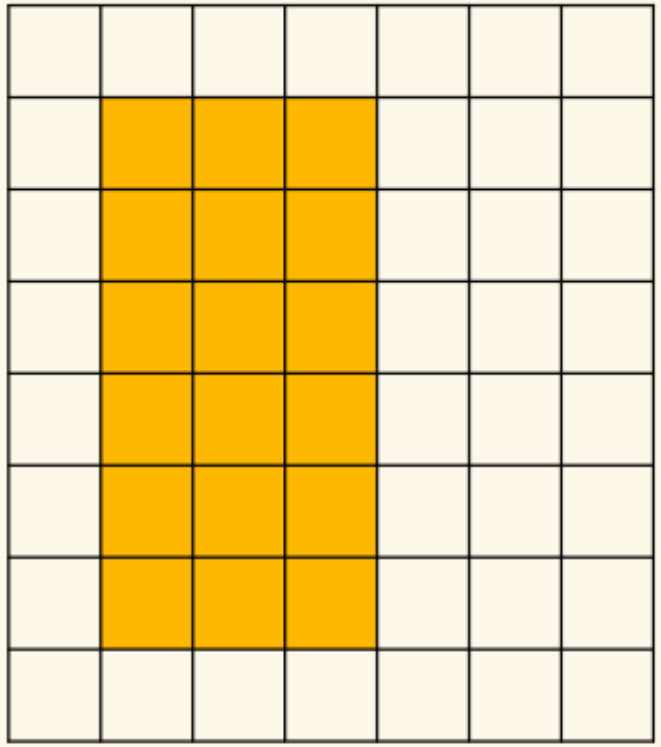
5.5+ 5.5 + 5.5 + 5.5 =

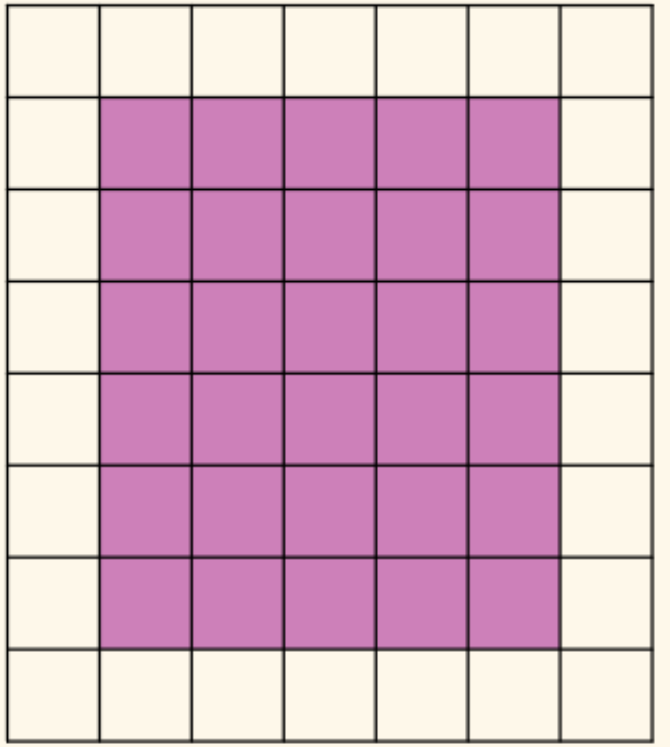
Challenge: What could the shape be for the measurements above?

Whiteboard work:

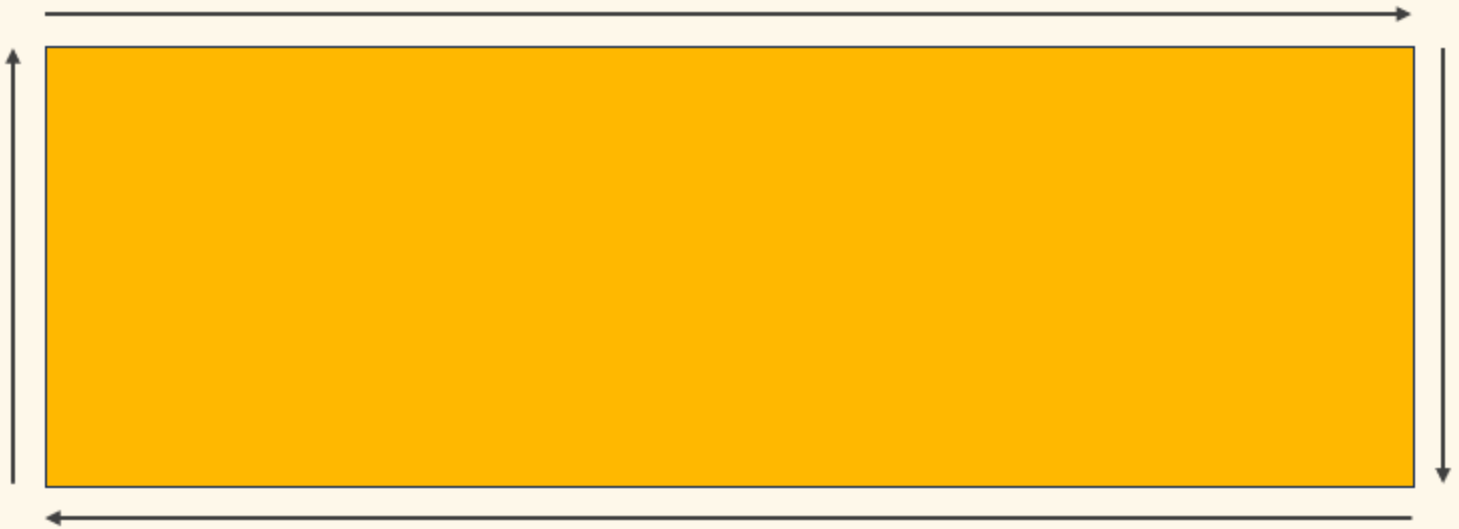
Find the perimeter of the shapes below and complete the statement using <, > or =. Each square measures 1 cm.





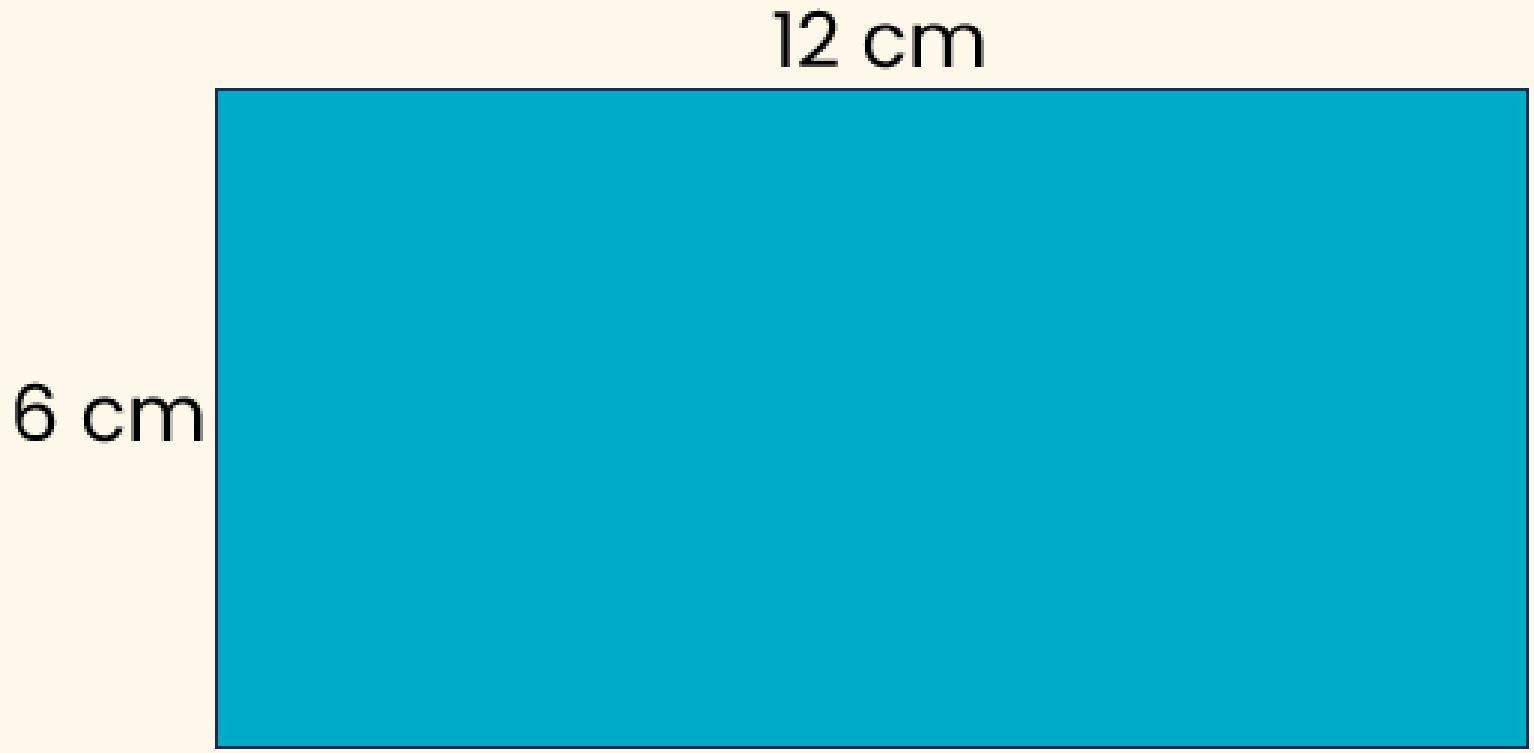


Perimeter is the distance around the outside of a 2D shape and can be measured in mm, cm, m or km.



Sometimes we may need to measure the perimeter and other times we are given the measurements to calculate.

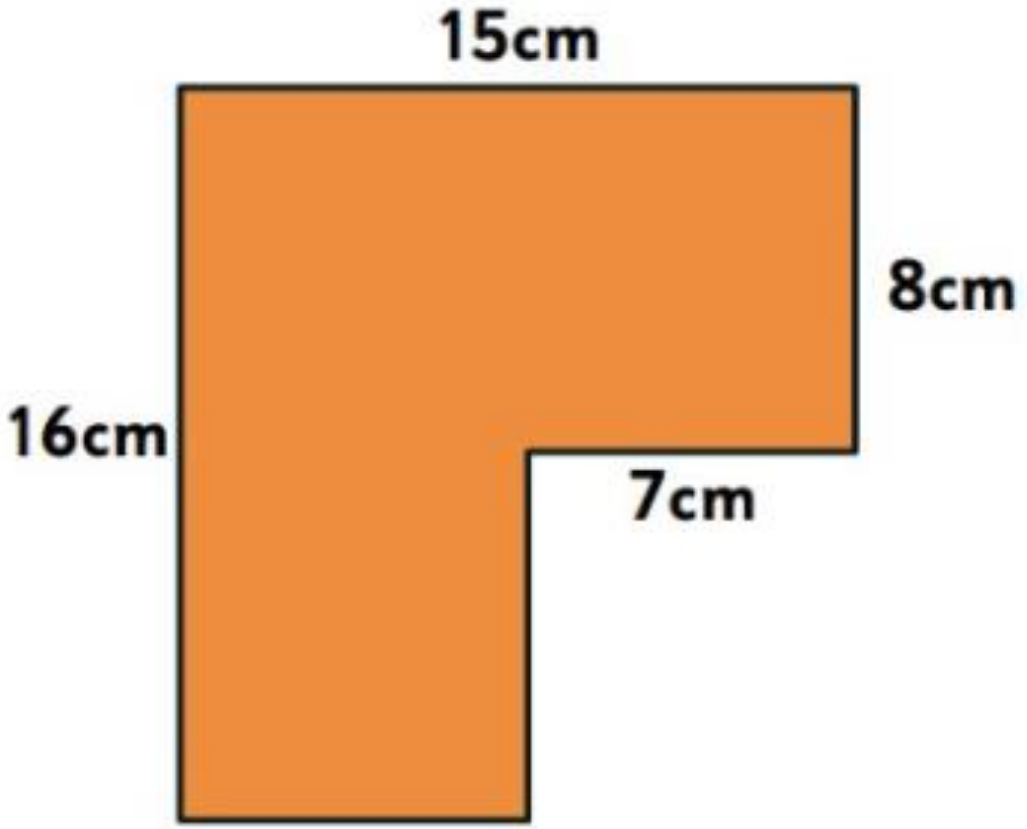
Now we know the width and length, how can we calculate the perimeter?



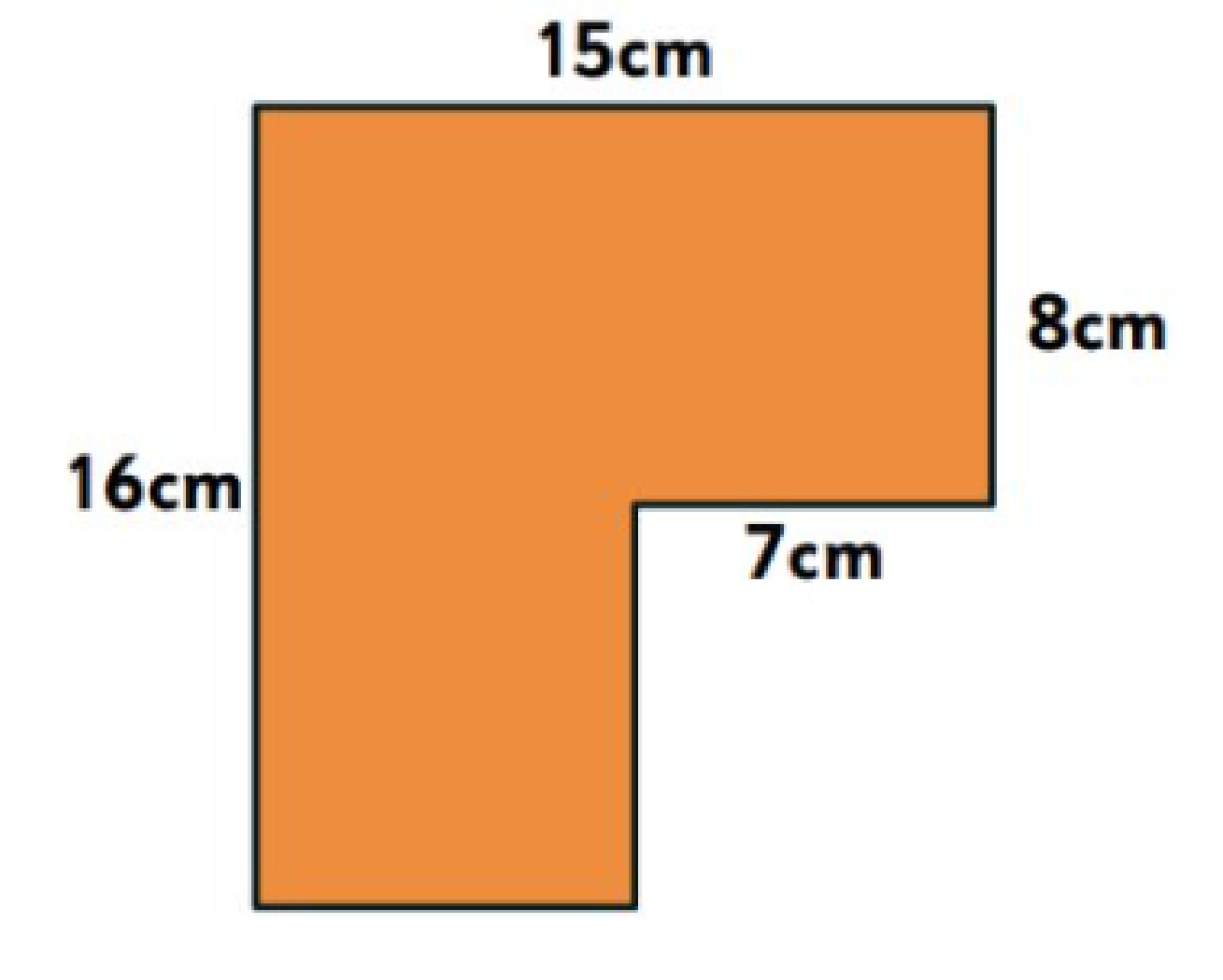
Class Work:

Calculate the perimeter of this shape.

We need to find the missing sides first.

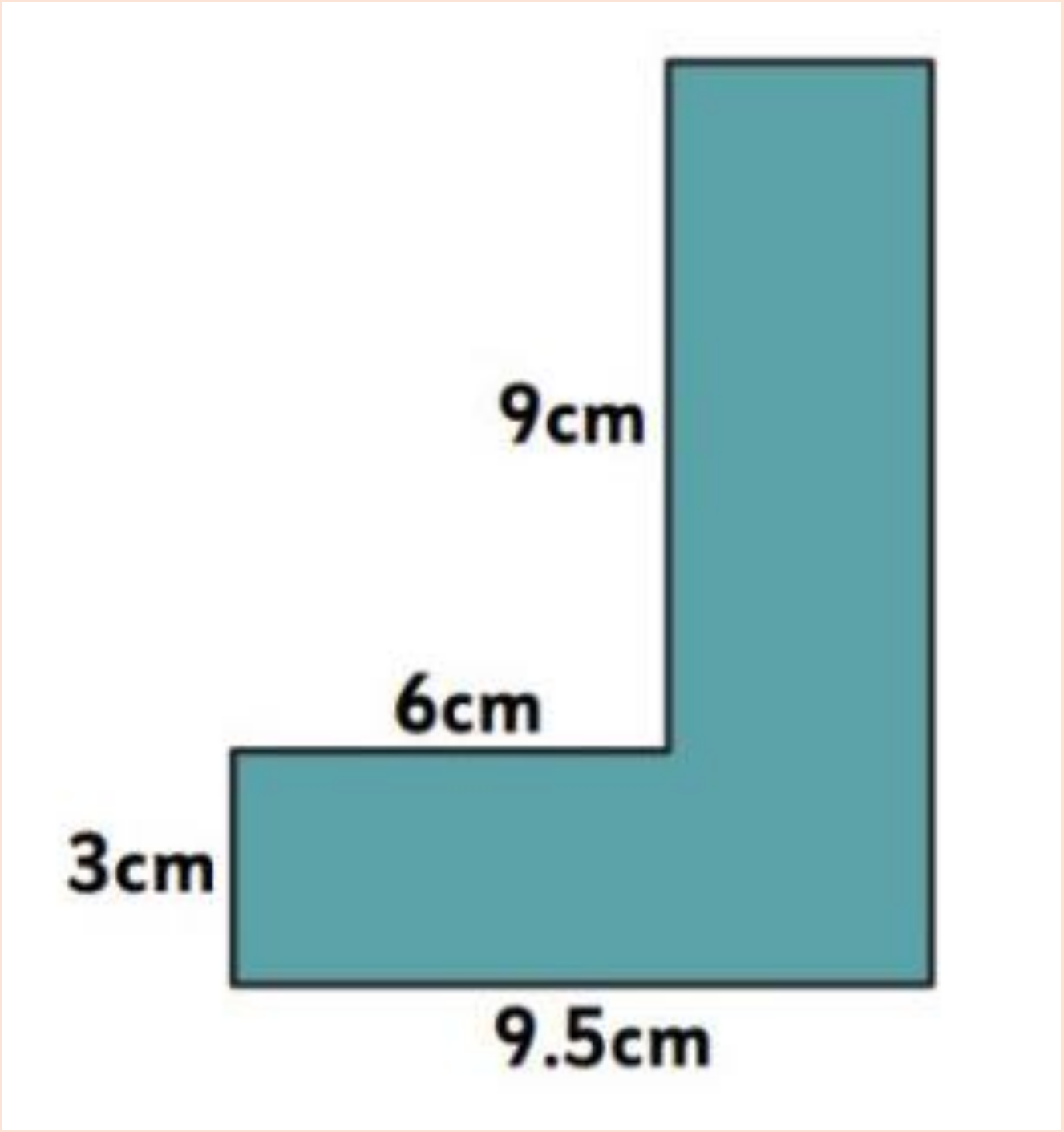


Class Work:

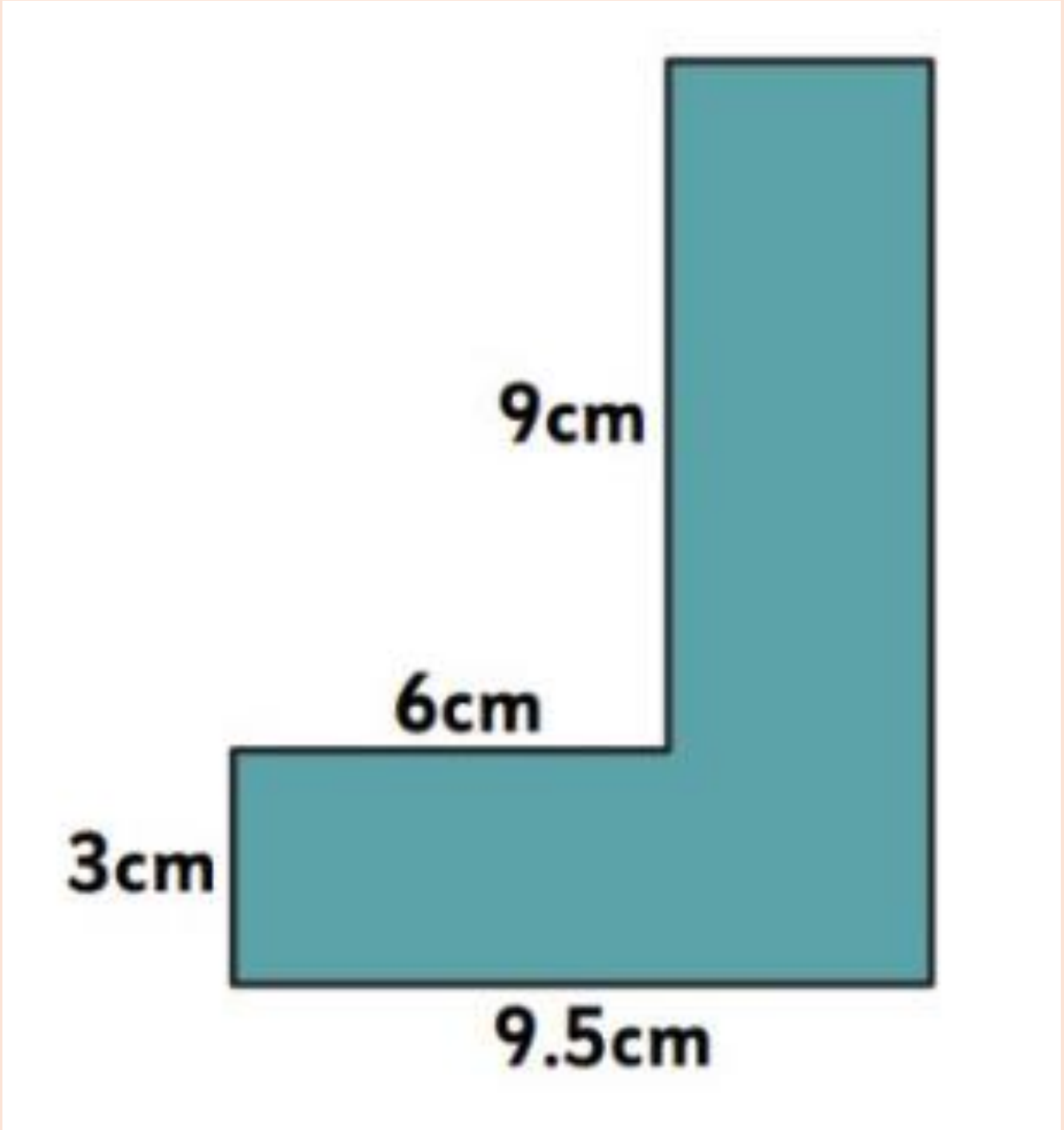


Now we have calculated the missing measurements, what next?

Talk partners: How would we calculate the perimeter of this compound shape?

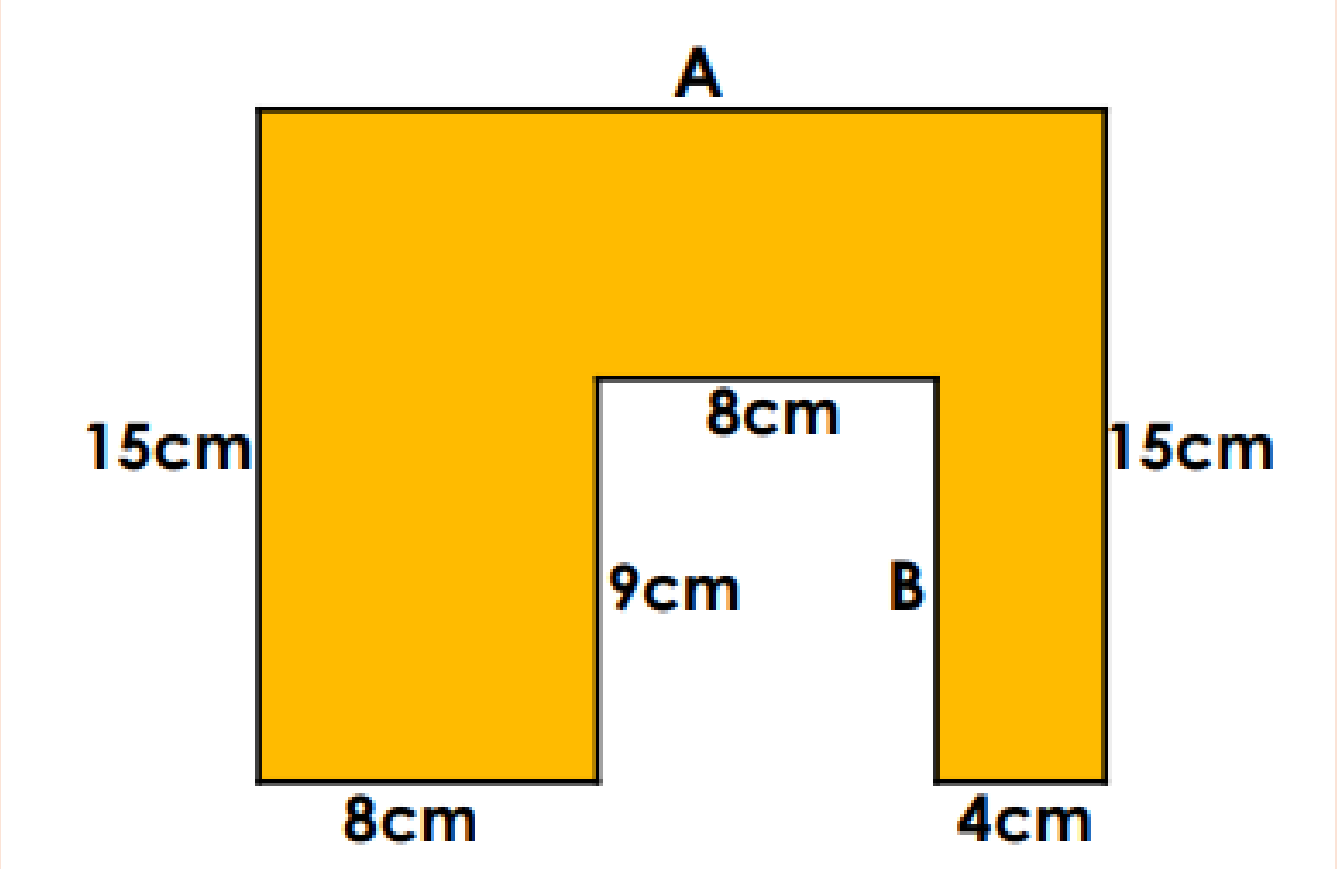


Whiteboard work:
Calculate the perimeter.



Blue: A =

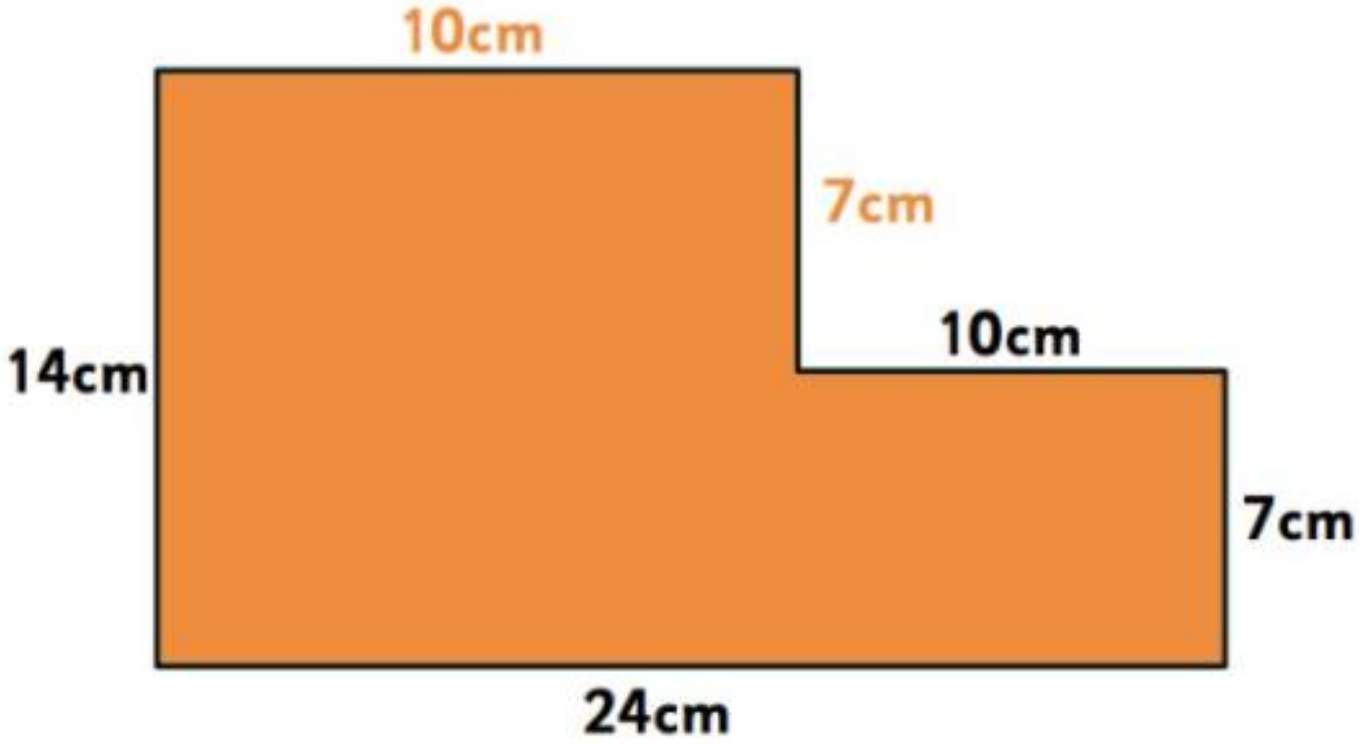
Green: B=



Challenge: Explain how you calculated the missing measurement.

Talk partners: Do you agree with Ella? Why?

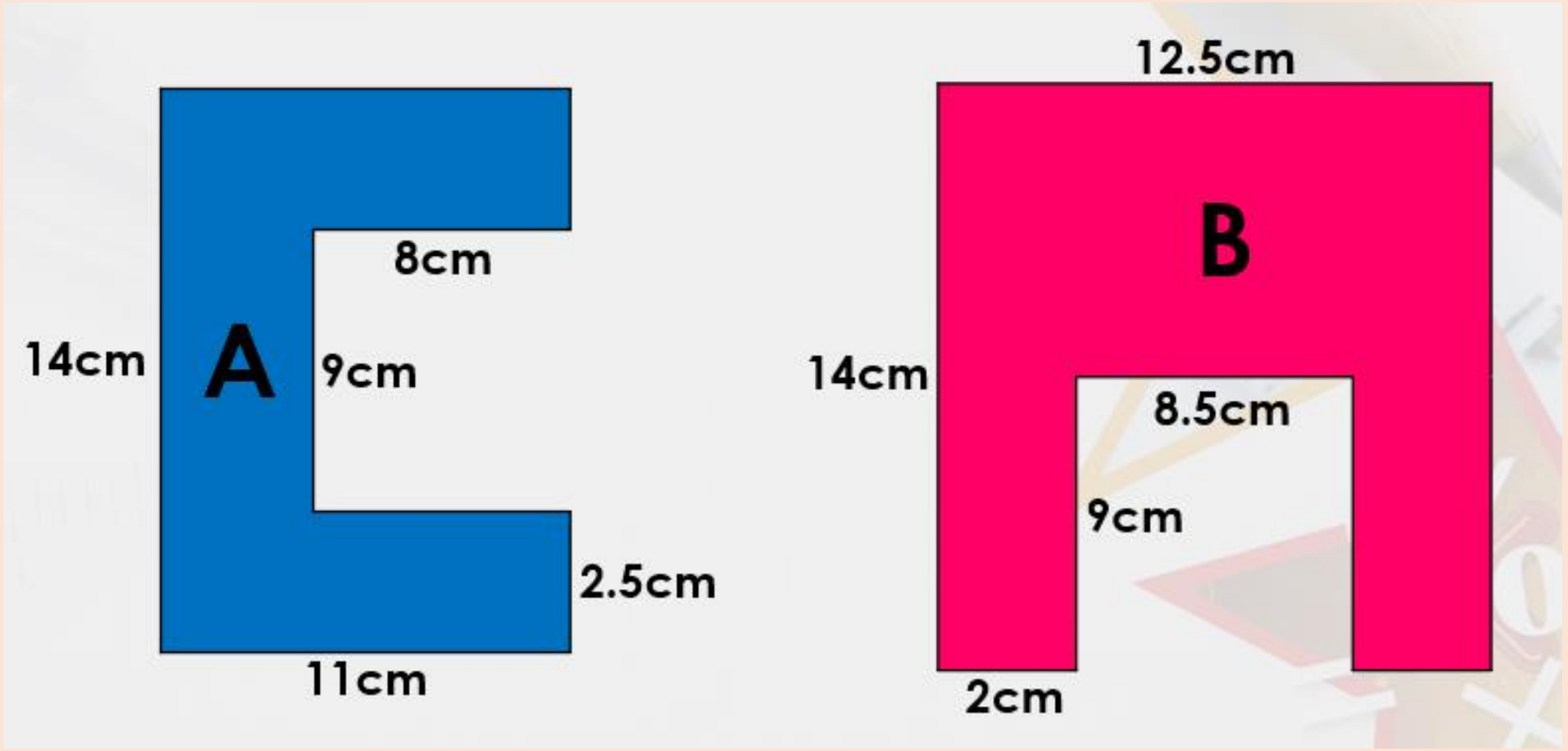
Ella is working out the perimeter of this shape. Explain to your partner where she has made a mistake.



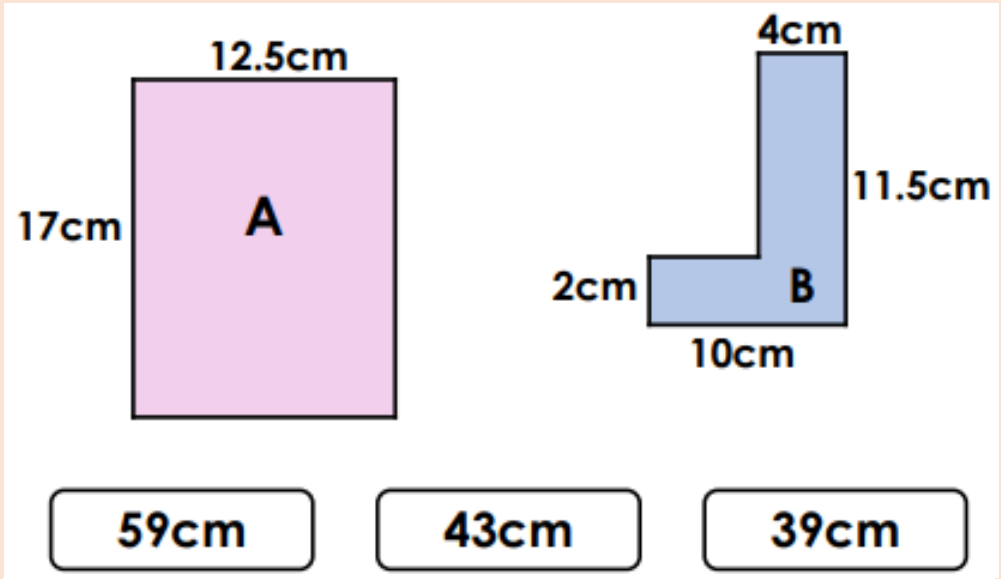
$10 + 7 + 10 + 7 + 24 + 14 = 72\text{cm}$

Blue

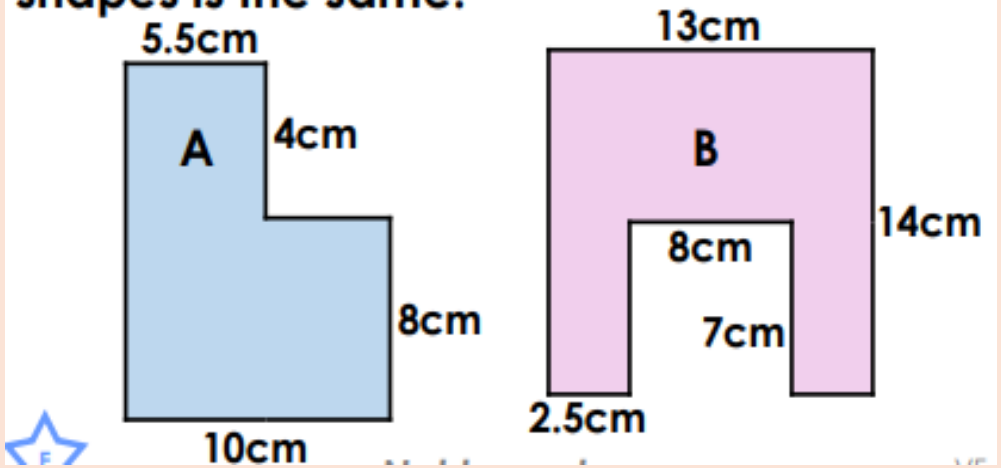
Green



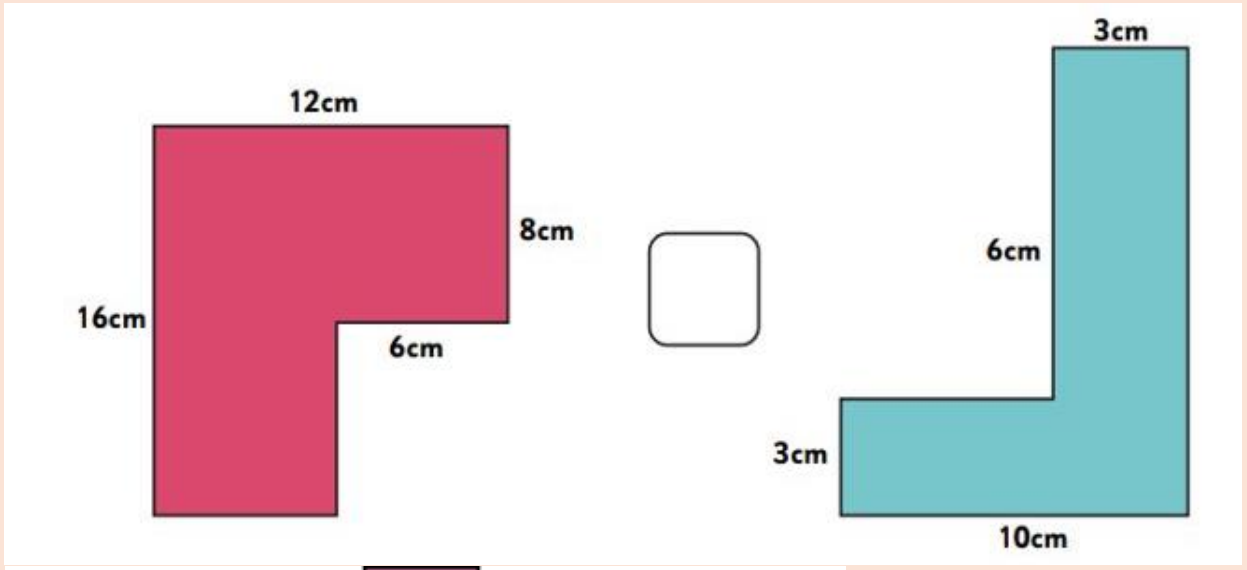
Independent:

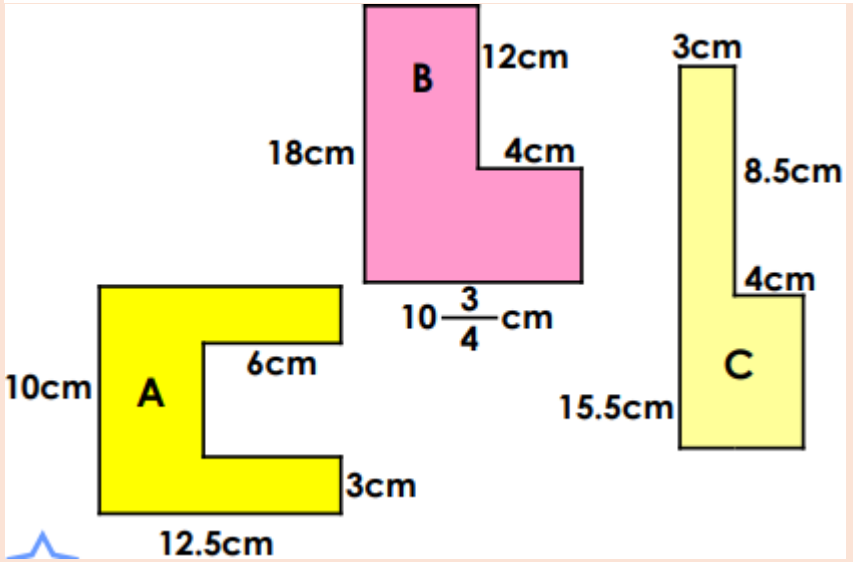


7a. True or false? The perimeter of these shapes is the same.

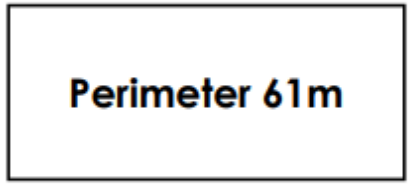


Which of these shapes have a perimeter of 45cm?



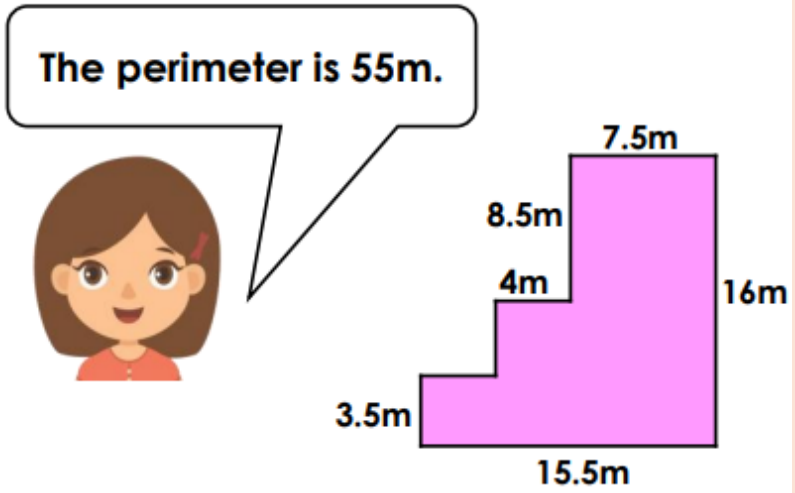


5a. A supermarket is building a new trolley bay. It needs to be the following shape and size:



What could the length of each side be?

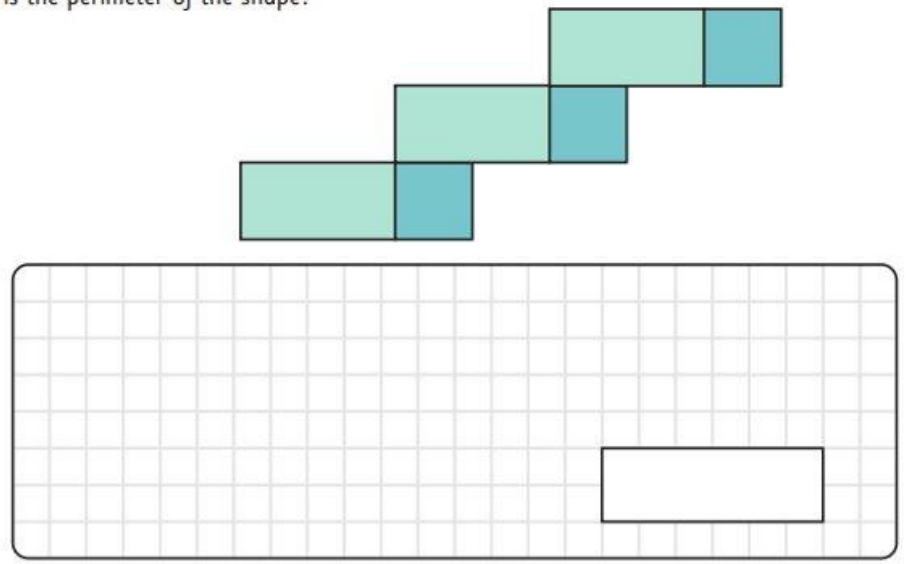
6a. Lucy says,



Is Lucy correct? Explain your answer.

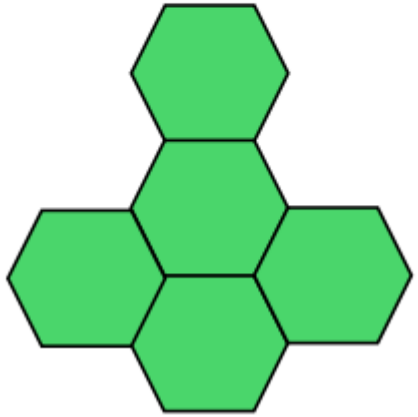
Challenge:

This shape has been made using a set of identical rectangles and identical squares. Each square has a perimeter of 16cm and each rectangle has a perimeter of 24cm.
What is the perimeter of the shape?



Mastery:

7a. This shape has been made using identical regular hexagons. One hexagon has a perimeter of 21cm. What is the perimeter of the whole shape in metres?



Assembly 10am

Monday 23rd June

TBAT: Use joins consistently.

boastful

faithful

doubtful

fearful

thankful

beautiful

pitiful

Plentiful

Fanciful

merciful

Are there any words you are unsure of? Use a dictionary to look them up and then use them in a sentence.

Monday 23rd June
TBAT:Make inferences from the text and discuss author's choice of language.

3 in 3

Norse mythology (or Scandinavian mythology) was a series of beliefs and legends belonging to Scandinavian people who lived in modern-day Norway, Sweden, and Denmark. The Nordic people would enjoy telling tales of heroes, gods, and monsters during the long, dark winter nights. Norse mythology was passed from one generation to the next through storytelling until it was eventually written down during the 13th century. This was how the Nordic people could learn more about their culture, history, and religion. The king of the Norse gods, Odin was the god of war, wisdom, and poetry. He is often portrayed as an old man with a long grey beard and one eye. Like Zeus, the king of the Greek gods, Odin had many sons including Thor, Balder, Hod, Hermod, Heimdall, Vidar, and Vali. According to Norse mythology, Odin had two ravens, called Thought and Memory, who would fly out into the world and come back with stories to tell Odin. This is why Odin is often referred to as 'the raven god'. Odin sat on a throne in a great watchtower in the gods' realm of Asgard. From his high vantage point, he could see everything happening in the nine worlds of the universe.

1. When were these stories told?
2. What did Norse storytelling help the Nordic people to learn?
3. Describe Odin.

Monday 23rd June

TBAT: Make inferences from the text and discuss author's choice of language.

Words/phrases we will find in the text

Norsemen - refers to a person from Scandinavia during the Early Middle Ages, specifically those who spoke Old Norse. This term often overlaps with the term "Viking", but Norseman is a broader term encompassing all Scandinavians of that era, while "Viking" more specifically refers to those who participated in raiding, trading, and exploration.

Asgard - is the realm or dwelling place of the gods.

Runes - a set of alphabets known as runic alphabets used by Germanic peoples, including the Vikings, to write their languages. The term "rune" itself comes from the Old Norse word "rún," meaning "secret" or "whisper".

Monday 23rd June
TBAT: Make inferences from the text and discuss author's choice of language.

Multiple choice questions

1. What does the word *unforgiving* mean in the phrase "harsh and unforgiving life"?

a) Kind and gentle
b) Fair and balanced
c) Difficult and punishing
d) Easy and joyful

2. What is the meaning of the word *sacrifice* as it is used in the sentence: "true knowledge comes with sacrifice"?

a) A reward
b) A difficult choice or offering
c) A magical spell
d) A celebration

Monday 23rd June

TBAT: Make inferences from the text and discuss author's choice of language.

Vocabulary – teacher model

Find and explain the meaning of the word *bubbled* in the phrase "the Well of Mimir bubbled with ancient knowledge."

Monday 23rd June

TBAT: Make inferences from the text and discuss author's choice of language.

Vocabulary – Your turn

1. In the sentence "Dressed in a midnight-blue cloak fastened with a silver clasp carved with glowing runes," what does *fastened* mean?

2. What does the word *determined* suggest about Odin's attitude on his journey?

3. Explain what *foresight* means in the context: "he returned to Asgard with the power of foresight and understanding."

Monday 23rd June

TBAT: Make inferences from the text and discuss author's choice of language.

Inference – teacher model

Why do you think Odin was willing to give up his eye for wisdom? Use evidence from the text to support your answer.

Monday 23rd June

TBAT: Make inferences from the text and discuss author's choice of language.

Inference – Your turn

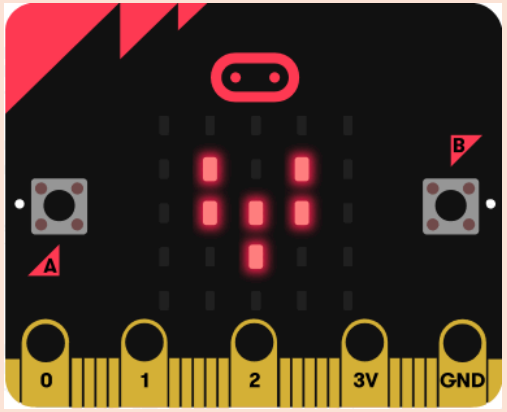
1. What does the fact that Odin travelled alone and faced danger tell us about his character?

2. What clues in the text suggest that Mimir is a wise and mysterious character?

3. How can we tell that Odin was both powerful and kind? Use examples from the story.

Recap: what did we discover about animations?

- Last time we used **sequences** of instructions code **animations** on the micro:bit's LED display **output**.
- We used the 'forever' **loop** block to keep the animation running.
- The micro:bit's display, even though it only has 25 LEDs, can show pictures that represent real things like hearts or animals.

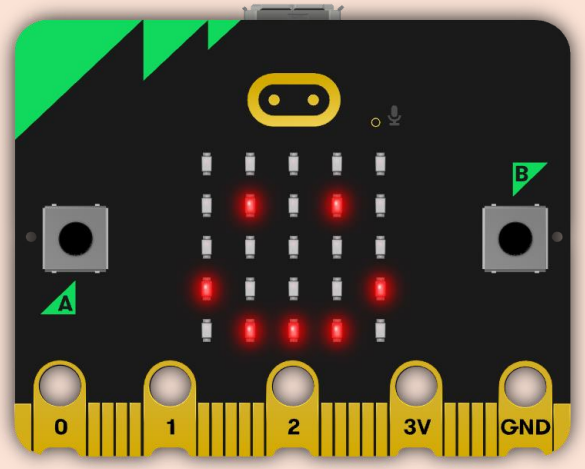


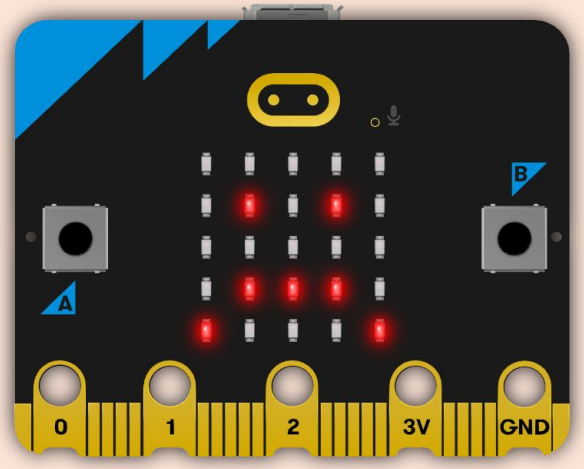
Think: sharing feelings

Today we're going to make badges that show how we feel.

What emotions might we want to express?

Why could this be useful?



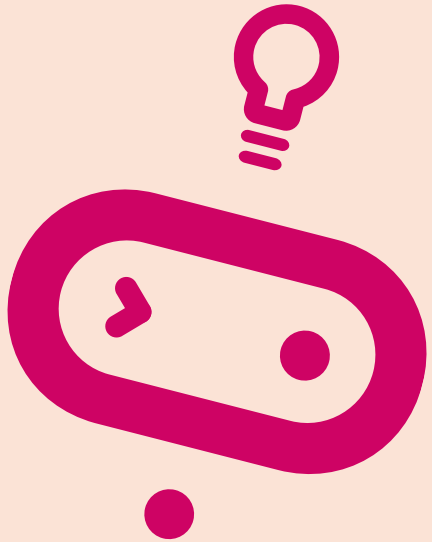


TBAT- select a button input to create various outputs.

I can make the micro:bit show different pictures on the LED display output depending on which button input is pressed.

I can explain that **inputs** are data sent **to** a computer.

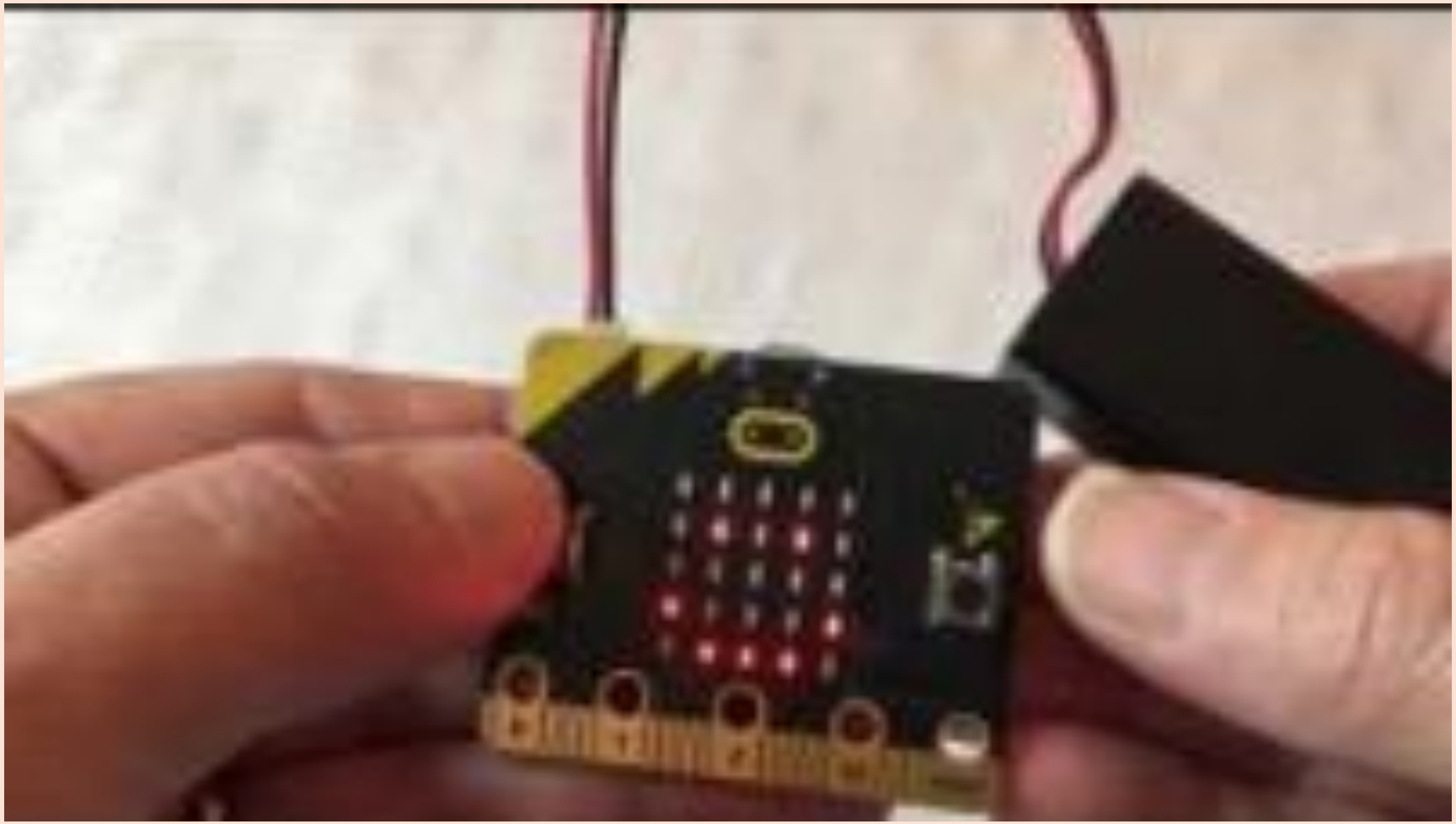
I can explain that **outputs** are data sent **from** a computer.



Think: introducing micro:bit buttons **video**

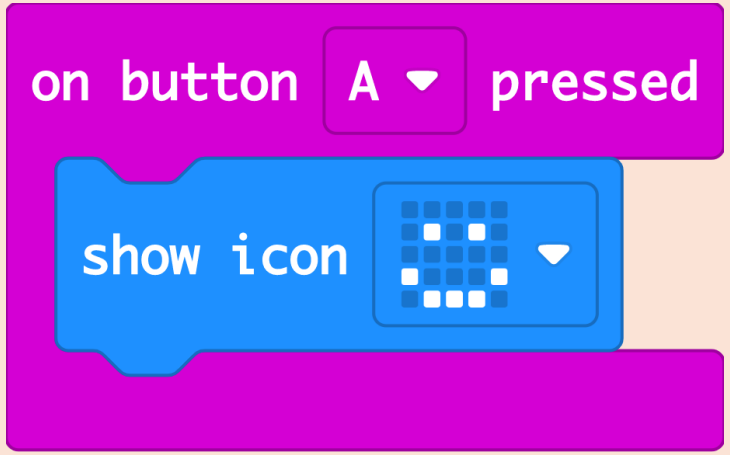
Optionally play video: https://youtu.be/hnT0qHM3_hQ

Think: emotion badge introduction video



Optionally play video: https://www.youtube.com/watch?v=wSXwc3rlJ7s

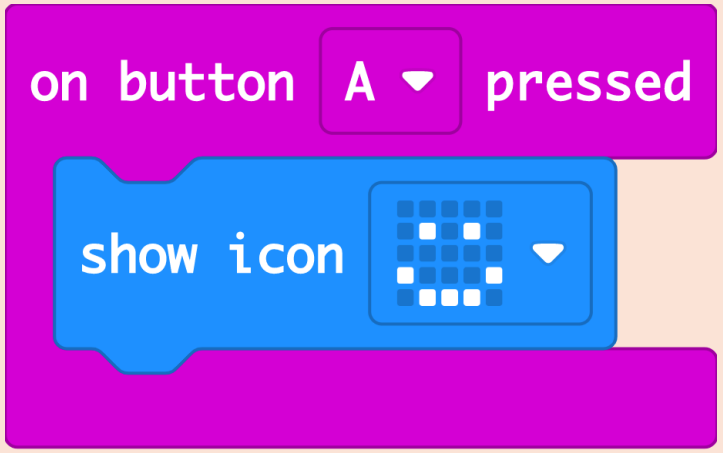
Create: examine the code

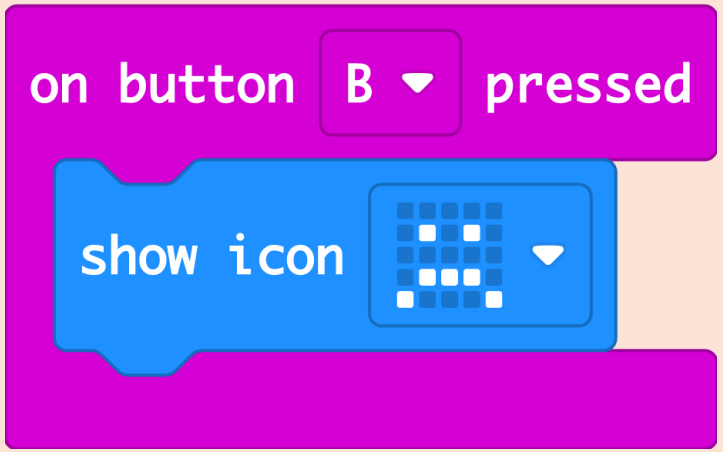


- The ‘on button A pressed’ block makes something happen when you press input button A.
- The ‘show icon’ block makes an image appear on the LED display output. You can choose different built-in images.
- The ‘on button B pressed’ block makes something happen when you press input button B.
- So you can make different outputs happen on the LED display when you press different button inputs.

Teacher: open the completed code in the editor

Create: **build the code**



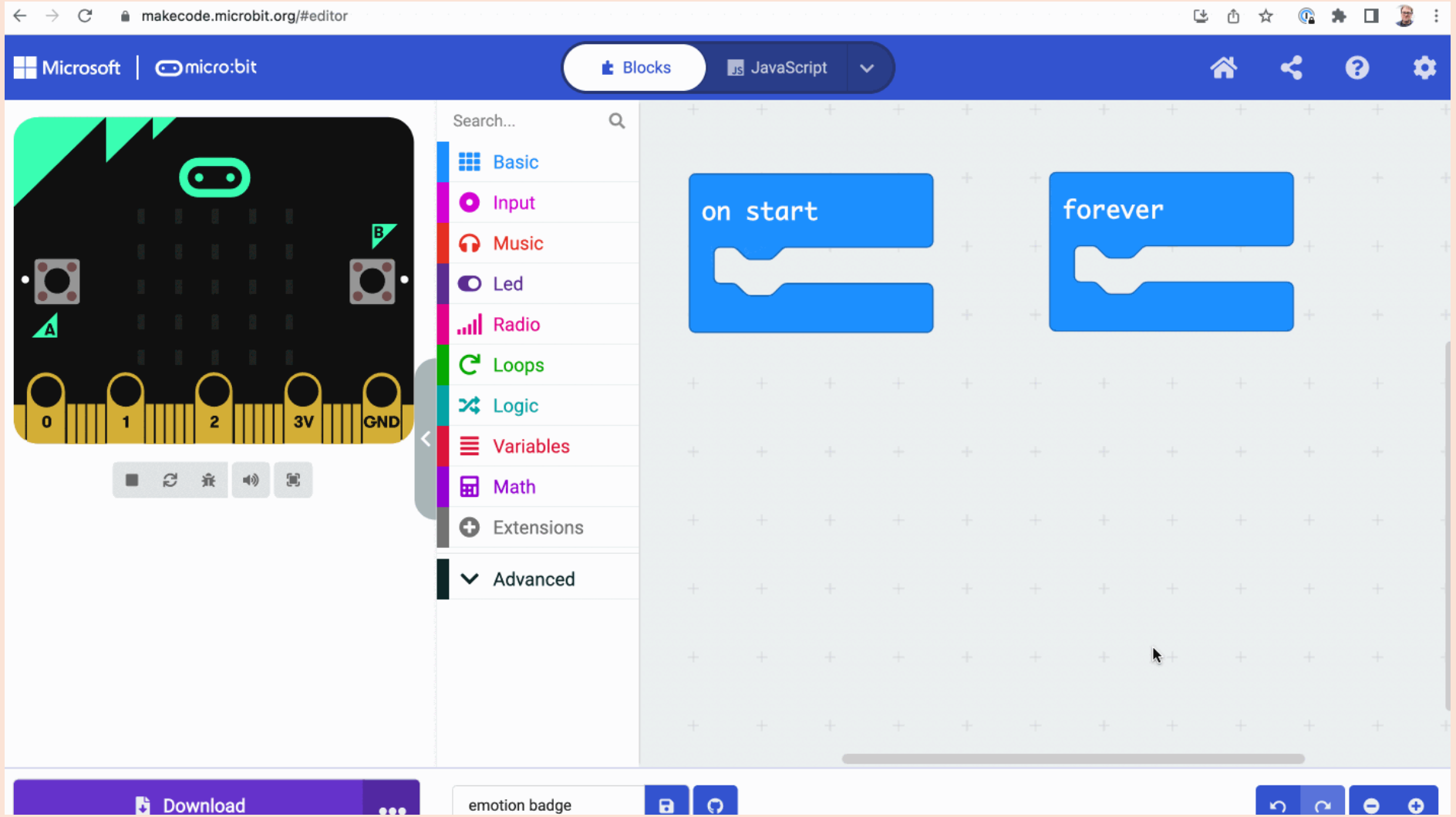


- Open a new MakeCode project https://makecode.microbit.org/

Create: **coding video**

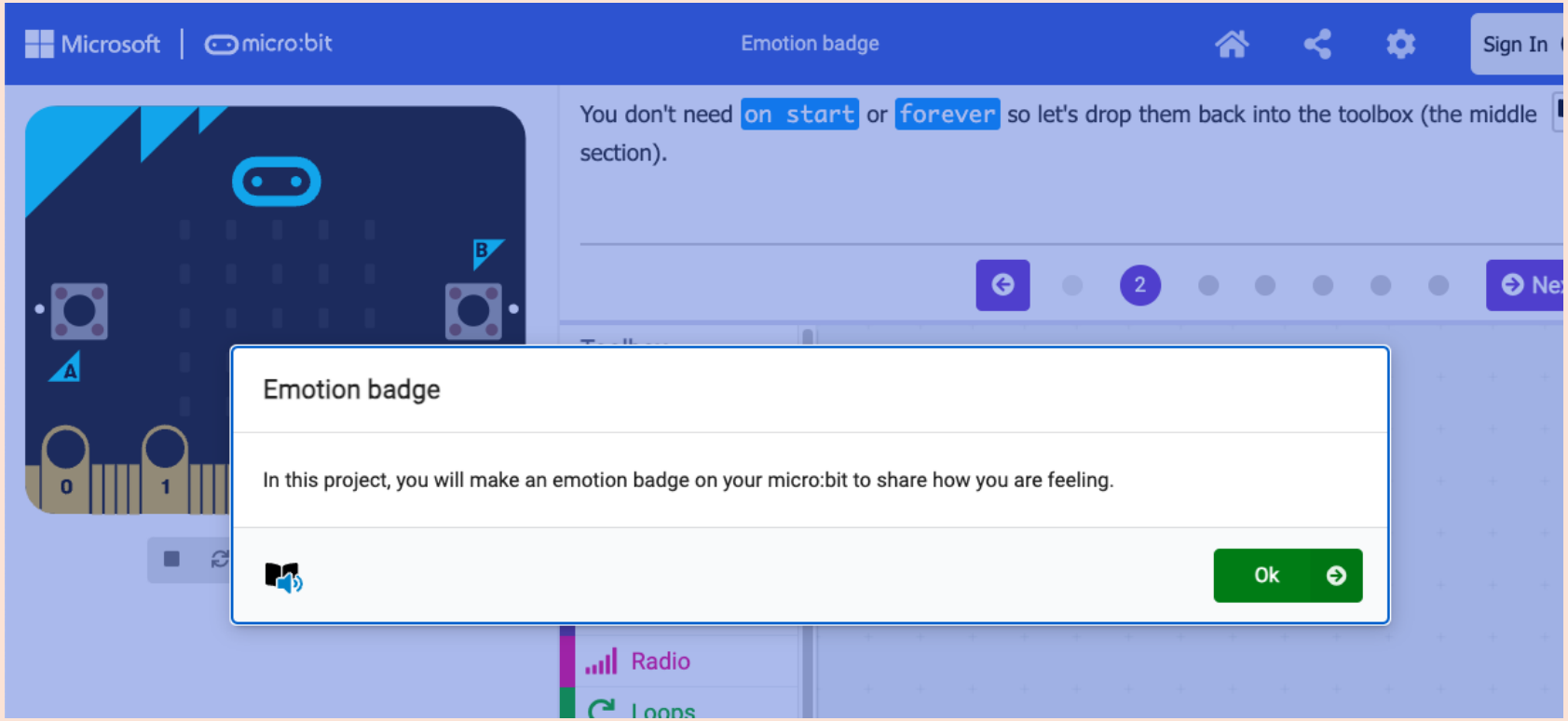
YouTube coding video: https://mbit.io/lessons-emotion-code-video

Create: coding animation



Create: **step-by-step online tutorial**

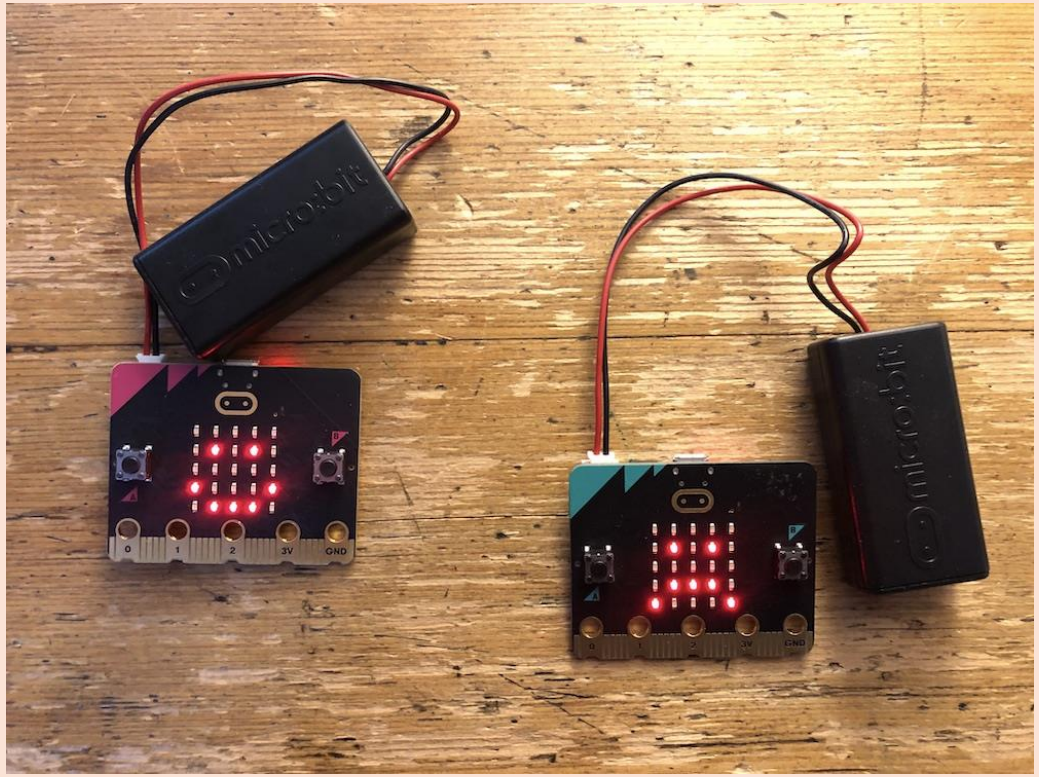
https://mbit.io/tutorial-emotion-badge



Evaluate

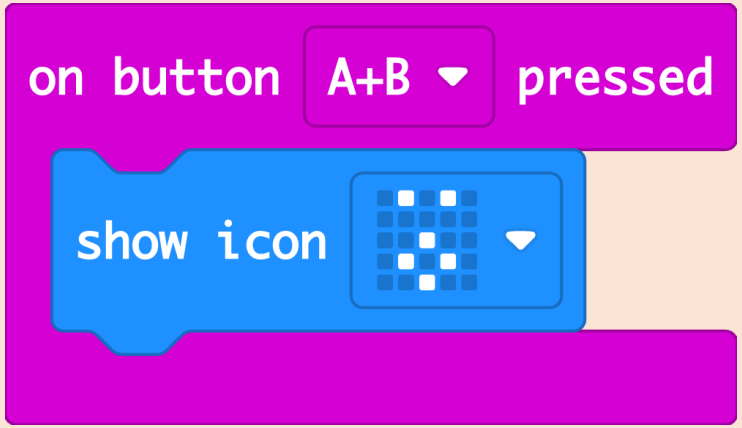
Download your code to a micro:bit

- Does it work as you expect?
- How good is the project?
- Could it have other uses?
- How does it work?

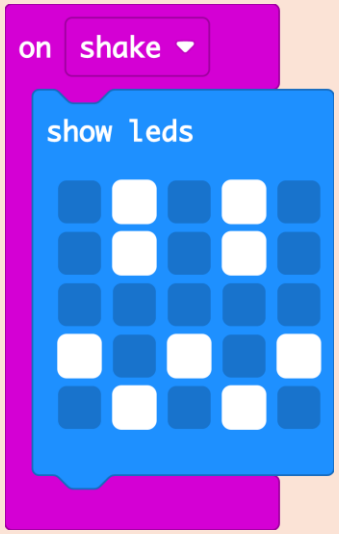


Extend

- Add more icons when you press A + B input buttons together.



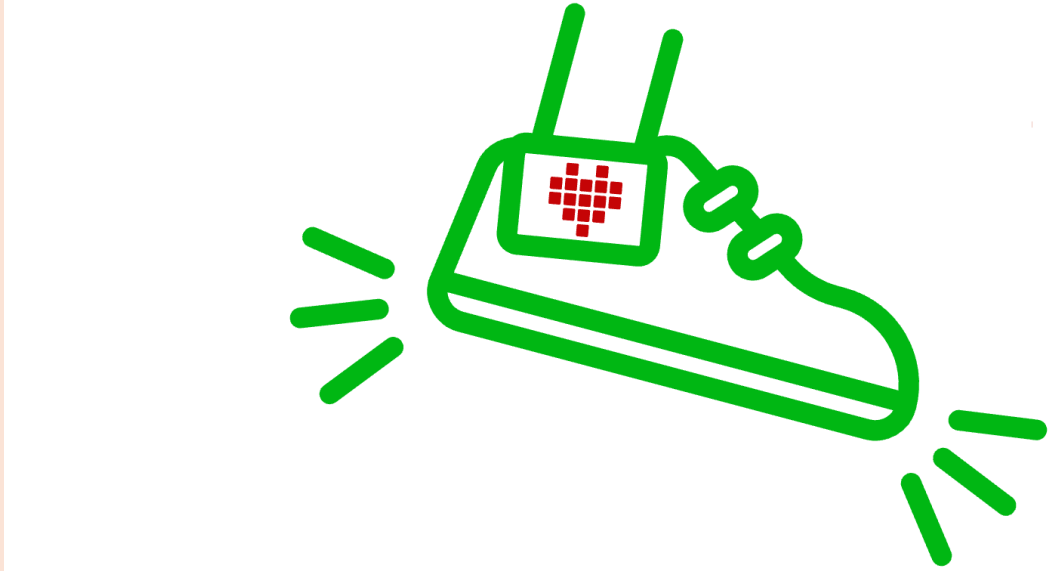
- Design your own emotion images on paper. Code them using the ‘show LEDs’ block.



- Can you make another emotion appear if you shake your micro:bit?

Next steps

- Today we used some of the micro:bit's **inputs**, to make different pictures appear when we press different buttons.
- Next time, we're going to use the input that can sense when you shake your micro:bit to make a simple step counter: the **accelerometer**.



Get Set 4 PE - Lesson Plan -5 for Year 5 Athletics

Learning Objective

To develop throwing with force for longer distances.

Success Criteria

- Finish your throw with your hand high.
- Strength and speed will create power.
- Transfer your weight from your back to your front leg.

Whole Child Objectives

Social: To support and encourage my teammates to achieve their personal best.

Emotional: To show determination to achieve my personal best.

Thinking: To explore throwing from different start points and use my findings to identify the most effective position.