Morning Challenge

Can you think of your own Rebus Puzzle for a country?

Rebus Puzzle

A rebus puzzle uses images, graphics and symbols to represent sounds and gives clues for the word. Can you look at the rebus puzzles below and figure out which holiday destinations around the world are being shown using images? The first one has been done for you.

Example:

Japan

1

2

3

4

5

6

Word work – Mark my work…

Each sentence below has one word which is spelt incorrectly. Circle the incorrect word and write the correct spelling in the box.

1. Imedietly, the class burst into a round of applause.	
2. Last week's compitishion was unfortunately postponed.	
3. My dog may look agresive but she's actually really friendly.	
4. Can I perswade you to read my latest screenplay?	
5. "Those trainers look oddly familier," mused Simon.	
6. Acording to the league table, our team is in first place.	
7. An amphibious veeicle can take people across land and water.	
8. The broken plant pot would require an explanashun.	

Theme Park Maths

Create Your Own Theme Park

Use your imagination and maths knowledge to design your very own theme park! You will be given a piece of property and a budget to work with.

You will have access to a booklet of choices and you have to decide where and if each purchase you make will fit in your theme park!

Be careful though, because there are some purchases you **have** to make, like toilets, bins and people to work at your park.

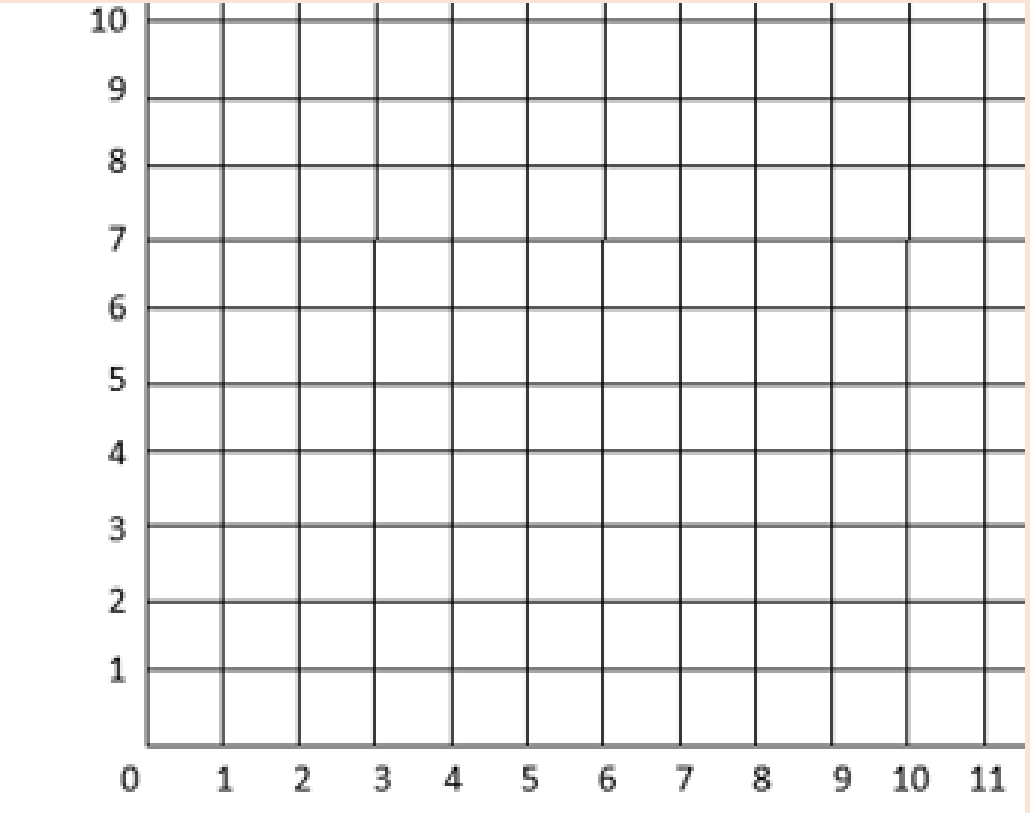
Theme and Name

First decide on a theme and a name for your park, write a few in the boxes below.

Theme Ideas	Name Ideas

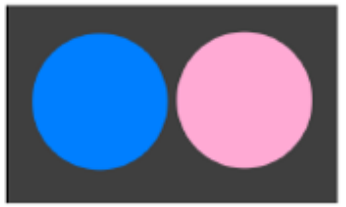
Your park must fit on the sheet. 1 sq is equivalent to a square on the page.

How many squares would each necessity take?



Park Necessities

Ticket Booth
Cost: £300.00
Area: 6 sq. units



Toilets
Cost: £100.00
Area: 2 sq. units

Bins
Cost: £30.00
Area: 0.5 sq. units

The Budget

Think carefully about how much you will spend on different attractions, vendors, park employees, and necessities {bathrooms, bins, pavement, etc.}

You have a total of £10,000 to build your park! Spend the money wisely and keep track of what you spend!

Use this tracking sheet {balance sheet} to keep track of your spending and how much money you have left!

1) Decide on the park necessities, how many of each you need.
2) Decide on some rides (be sure to leave enough money to connect them tomorrow with a path).
3) Mark them out on your map as you go.

Park Landscaping

Grass
Cost: £8.00
Area: 1 sq. unit

Snow
Cost: £10.00
Area: 1 sq. unit

Sand
Cost: £3.00
Area: 1 sq. unit

Gravel
Cost: £4.00
Area: 1 sq. unit

Park Landscaping

Tree
Cost: £40.00
Area: 1 sq. unit

Fountain
Cost: £100.00
Area: 2 sq. units

Shrub
Cost: £15.00
Area: 0.5 sq. units

Pavement
Cost: £5.00
Area: 1 sq. unit

Park Necessities

Ticket Booth
Cost: £300.00
Area: 6 sq. units

Toilets
Cost: £100.00
Area: 2 sq. units

Bins
Cost: £30.00
Area: 0.5 sq. units

Item Name	Square Units of Space	Cost	How Much I've Spent	How Much I Have Left
				£10,000.00

Literacy – Year 5 survival booklet

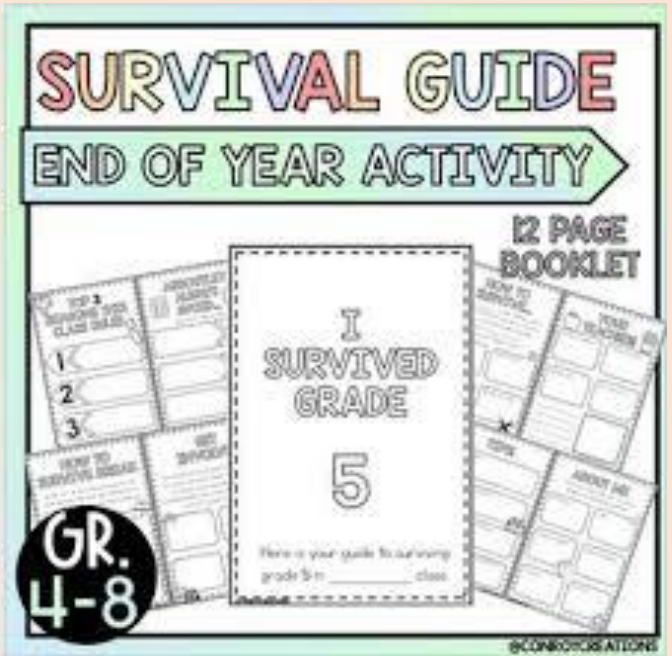
Over the next three days, you ae going to complete a survival guide for a Year 4 coming up to Year 5.
You will need a front cover, a contents page and a blurb.

Today we will be writing an in-depth answer to the following question:

If you could travel back in time to the beginning of the school year,

what advice would you give Yourself?

Discuss with your talk partner.



Literacy – Year 5 survival booklet

If you could travel back in time to the beginning of the school year, what advice would you give yourself?

If I could go back in time to the start of the school year, there are a few important things I would tell myself - things I've learned through ups, downs and lots of unforgettable moments. So, consider this your Year 5 Survival Guide. Read carefully… it might just save you from a few panicky homework moments and help you enjoy one of the best years yet.

First of all, stay calm and don't panic - Year 5 might sound a bit scary, but it's actually full of exciting topics, new opportunities and fun challenges. At the beginning, I worried a lot about things like harder work, being in a new class and whether I'd be good enough. But now I know that it's completely okay to not understand everything straight away. The teachers - like Mrs Longman and Miss Smith - are kind, helpful and really want to see you do well. The teaching assistants are always there to help too. So don't be afraid to ask questions. Honestly, asking for help is one of the smartest things you can do.

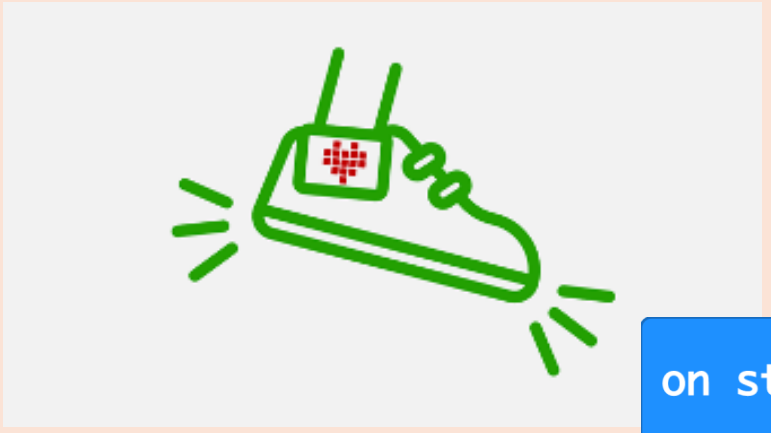
Next, I'd tell myself to get stuck in with everything - even the things that seem a bit tricky or nerve-wracking. From swimming lessons to singing performances, from writing Viking legends to learning about the planets, everything has a purpose and you never know what hidden talents you might discover. I didn't think I'd enjoy learning about Ancient Baghdad or using the bus stop method in maths, but they turned out to be some of my favourite lessons. So, take every opportunity - even if it pushes you out of your comfort zone.

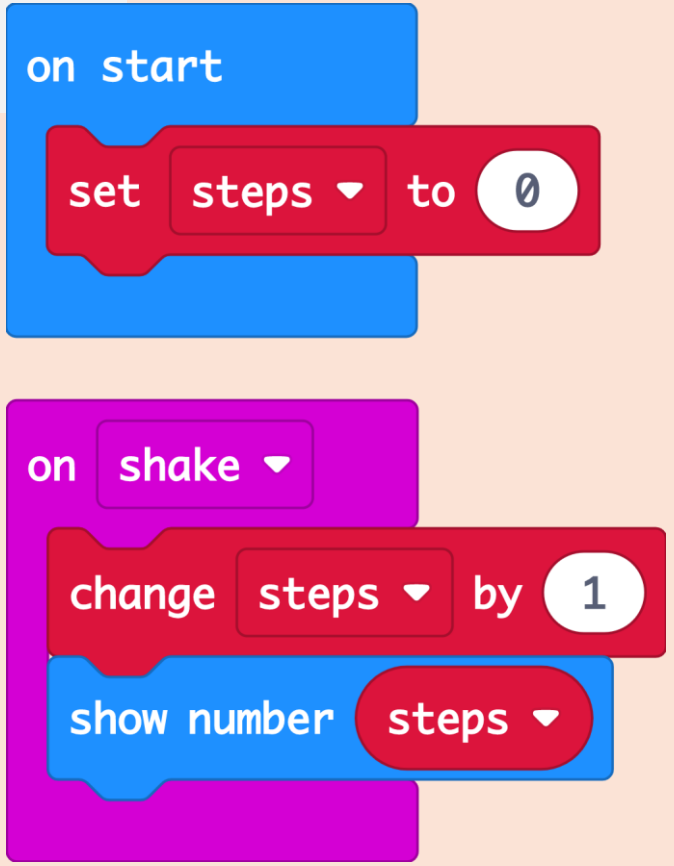
Also, remember that Year 5 isn't just about learning in the classroom. There will be sports day, football matches, exciting trips, school productions (like *The Lion King* - which was amazing!) and themed days like World Book Day. These moments are special and they're the memories that will stick with you. Join in. Be brave. Try something new. Even if you mess up, it's better to say, "I gave it a go" than "I wish I had."

Finally - and this one's really important - be kind to yourself and others. Some days will be brilliant. Others might feel harder. That's normal. What matters is that you keep going, stay respectful and support your classmates. Everyone is on their own journey. Celebrate your own progress, no matter how big or small.

Recap: step counter

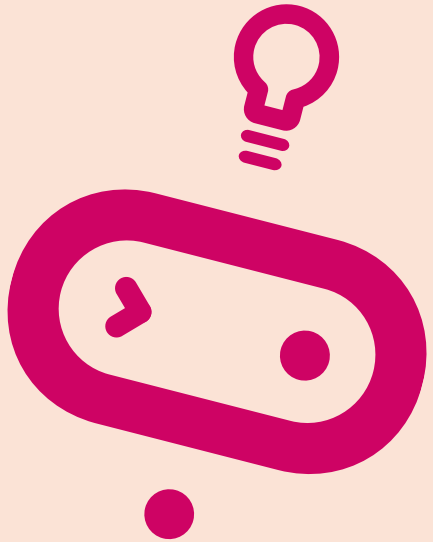
- Last time we used the micro:bit's accelerometer **input sensor** to make a step counter.
- We used a variable to count how many steps we had taken.
- We investigated how accurate the step counter was and thought about ways of improving it.
- Today we're going to use another sensor, the light sensor, to make a light that switches on automatically when it gets dark.





Introducing the light sensor

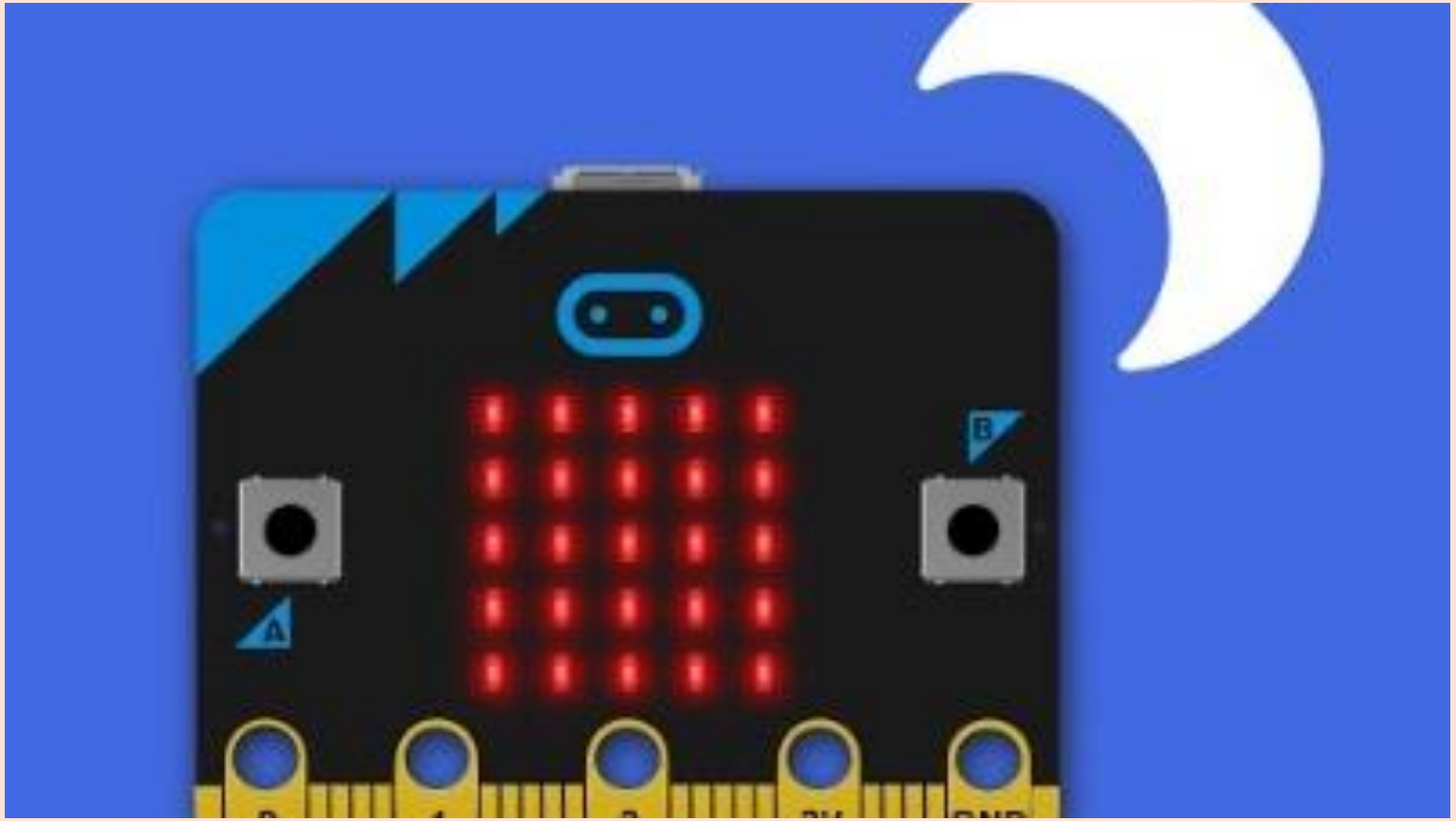
TBAT: successfully make a code that uses sensors and logic.



I can explain that **sensors** are inputs that sense things in the real world, such as movement and light.

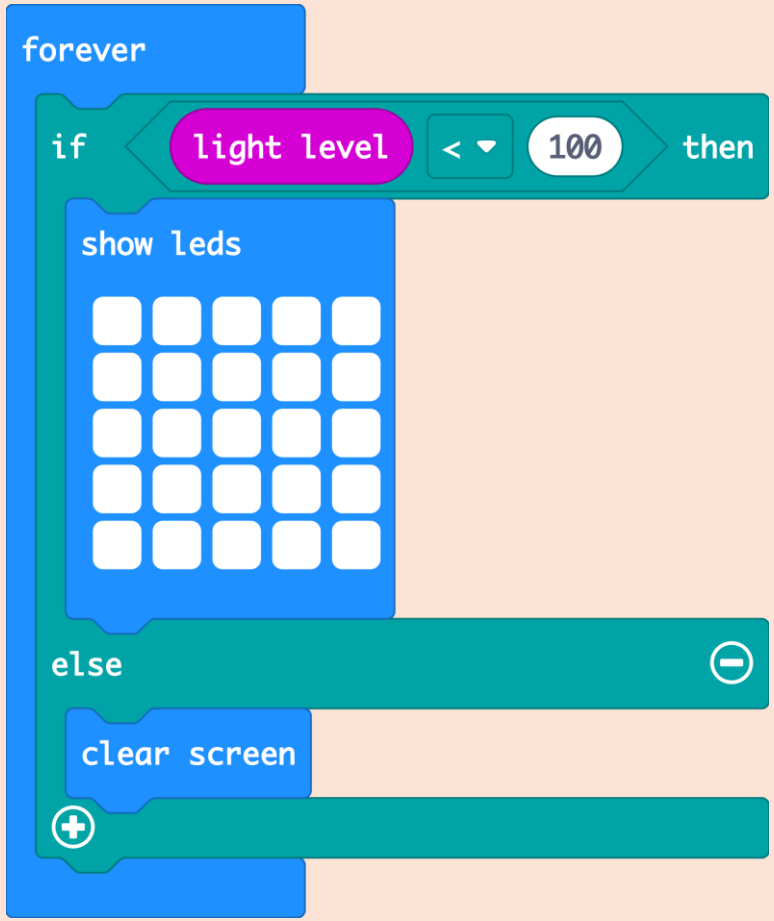
I can explain that **logic** is how computers make decisions in code based on whether things are true or false.

Think: night light **introduction video**



Optionally play video: https://youtu.be/6nWwnq8aYh8

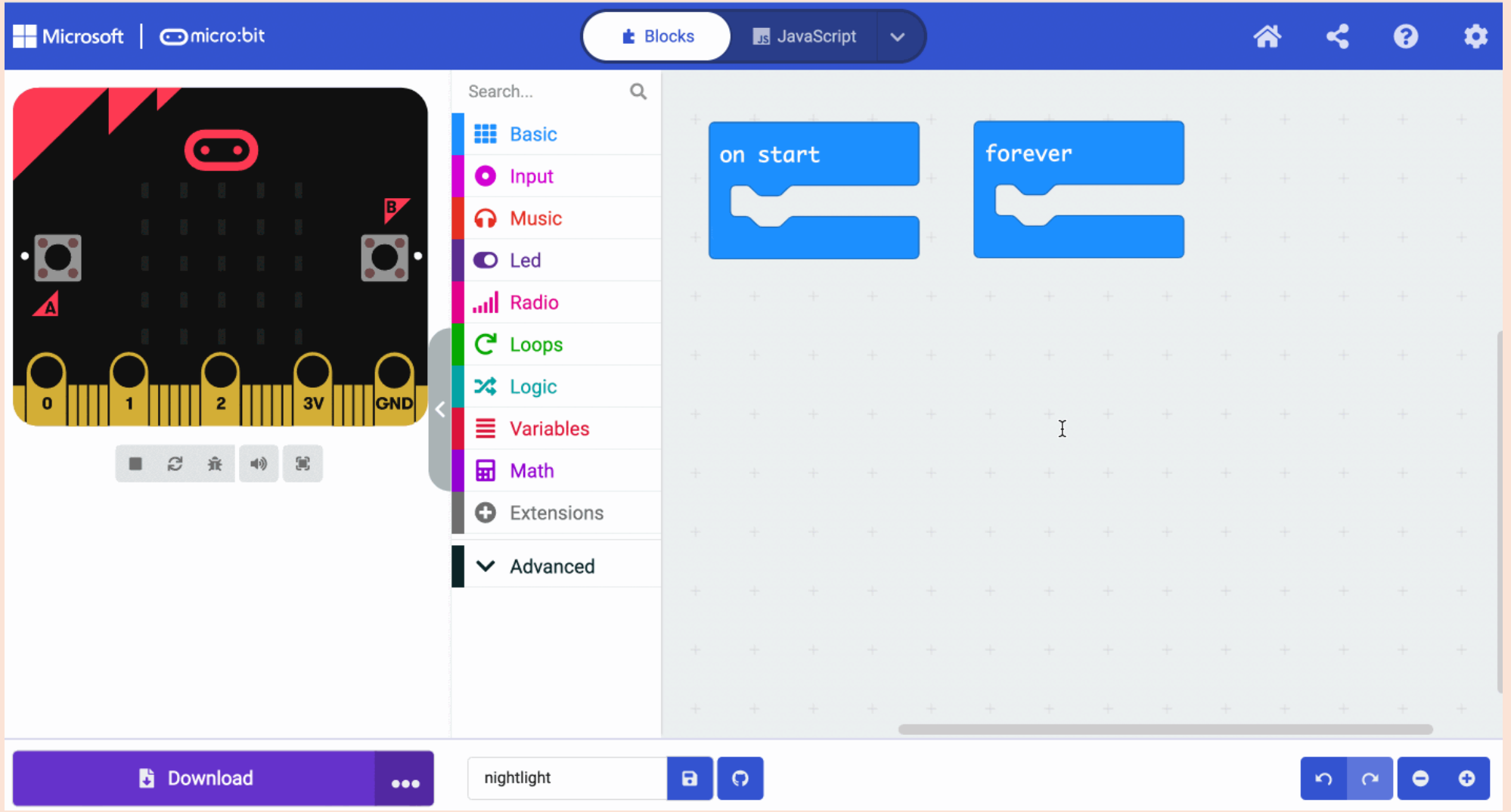
Create: examine the code



- The ‘forever’ loop keeps the micro:bit checking the light level.
- The logic ‘if… then’ block checks **if** the light level is low, **less than (<) 100**.
- When the accelerometer input senses a shake, the ‘change’ block adds 1 to the number stored in the ‘steps’ variable.
- **Else** (otherwise) the light level must be 100 or more. It must be light, so it turns the LEDs off with ‘clear screen’.

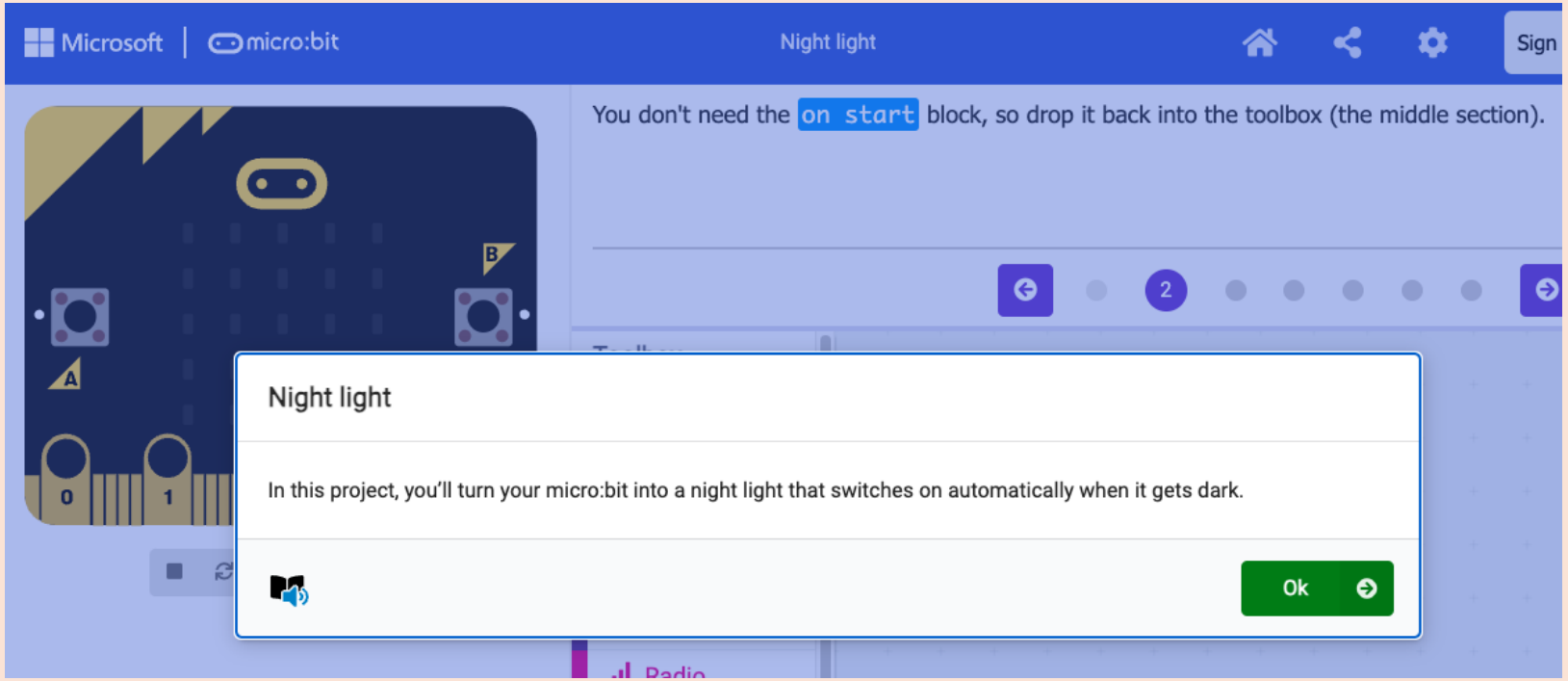
Teacher: open the completed code in the editor

Create: coding animation



Create: step-by-step online tutorial

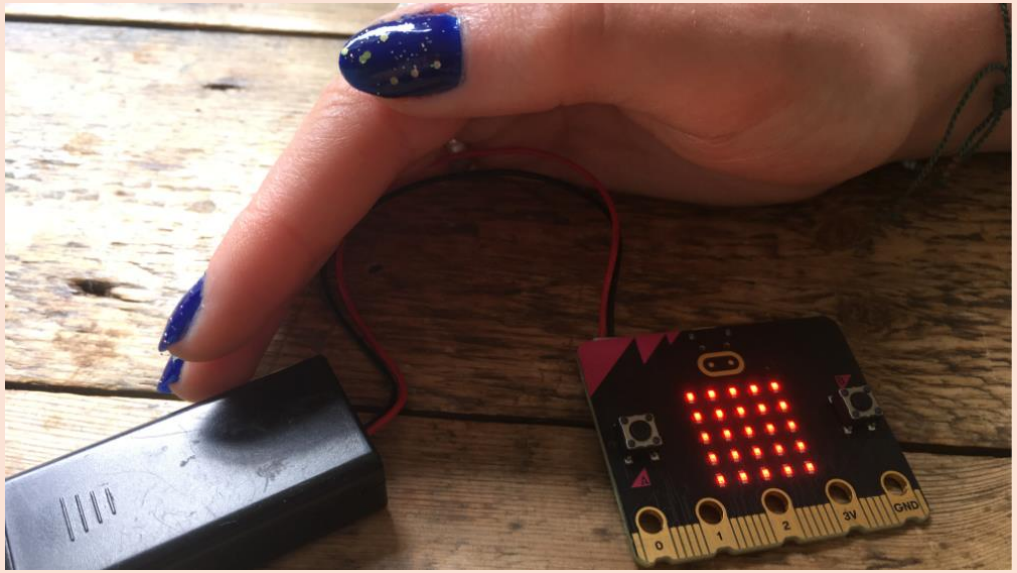
https://mbit.io/tutorial-night-light



Evaluate

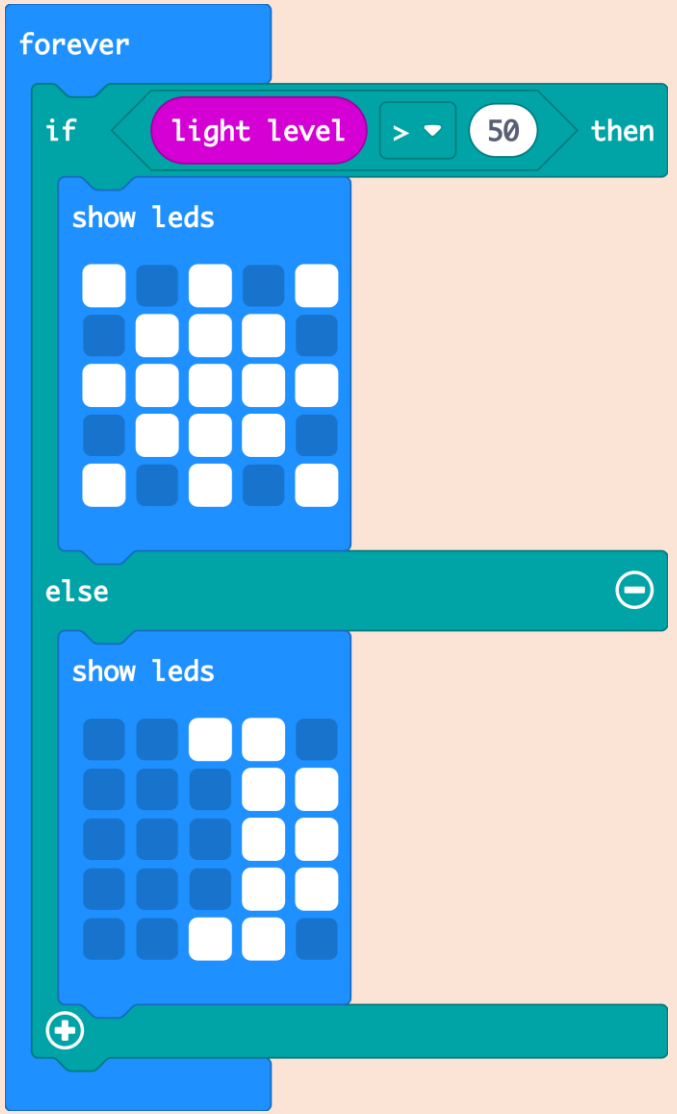
Download your code to a micro:bit

- Does it work as you expect? Use smaller numbers if the LEDs switch on too easily, or larger numbers if it’s hard to make the lights switch on.
- How good is the project?
- Could it have other uses?
- How does it work?



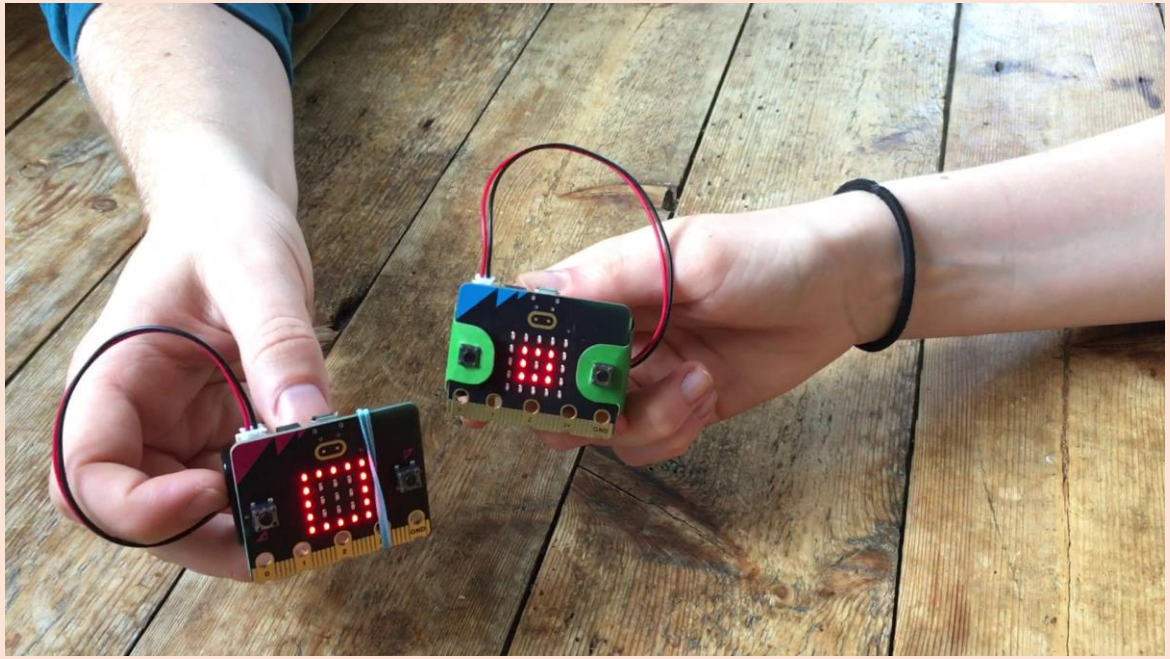
Extend

- Make different pictures appear if it’s bright or dark.
- You could experiment by changing the logic comparison block from **less than <** to **greater than >**



Next steps

- Today we used the micro:bit light sensor and logic to turn LED lights on automatically when it gets dark.
- Next time, we'll use micro:bit sensors and logic to make a classic game of chance.



PE – Rounders or Dodgeball tournament