Tuesday 20th January Morning challenge

1)Write down the multiples of 3: 57 95 27 30 65 13

2)What are the factors of 14

3)4, 555 + 555 =

4)23, 273 + 2000 =

5)6, 975 – 1, 000=

6)567 – 197=

7)6.7 + 2.3 =

8)9.3 - 2.7 =

9)4 x 5 = 40 x 5 = 400 x 5 =

10)6squared + 4 squared =

Tuesday 20th January

TBAT: Use direct speech in my writing.

Spelling thief:

happ_ne_s
na_tin_ss
si_li_ess
chil_is_ness_
car_le_sne_s
fo_lis_n_ss

Tuesday 20th January

TBAT: Use direct speech in my writing.

What might the Porsche salesman say to Liam?

What might Liam say to the Porsche salesman?

Combine your sentences to create a conversation. Can you add reporting clauses to your direct speech?

TBAT: Use direct speech in my writing.

Word work: (continue planning sheet)

Liam wants to say something grown up so that he isn't caught out, what may he say to the car salesman?

Word work: (continue planning sheet)

Talk partners:

What are the rules for using direct speech in our writing?

My thoughts ran away with me. Should we sit inside it? Is it locked? How fast would it go? Straight away, the salesman approached us and said, “I admire your taste.” **I thought I should say something grown-up, so I took a deep breath and replied, “I’d like to test drive this one please.”**

(Box 2)
Write a sentence that the car salesman might say to Liam and write Liam's response.

Tuesday 21st January

TBAT: Use direct speech in my writing.

What reporting clauses could you add to these pieces of direct speech?

Tuesday 21st January

TBAT: Use direct speech in my writing.

Write the conversation in your books and include reporting clauses.

Can you extend the conversation?

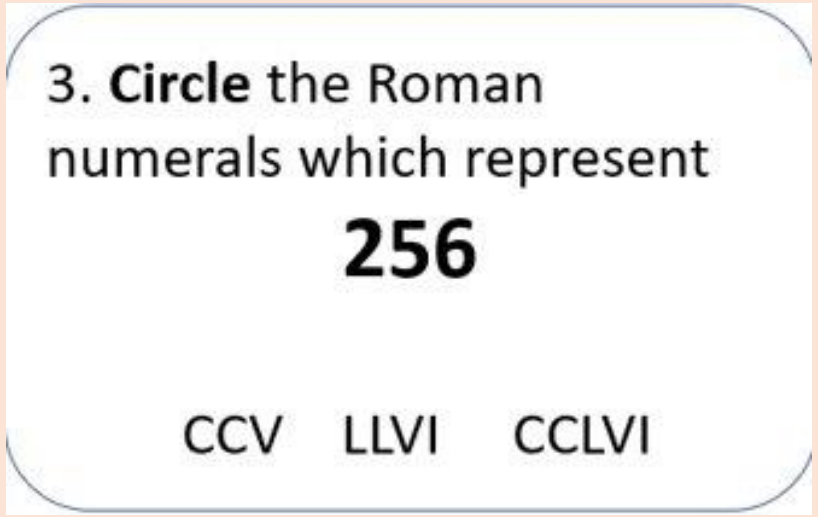
20.1.26

TBAT- identify prime numbers and revise finding factors

Ch:How many degrees in a straight line

1. 31 x 16 =

2. ¾ + 0.2 =



Daily 10 x 11

[Daily 10 - Mental Maths Challenge - Topmarks]

Which of these numbers are divisible by 9?

108 702 63 9

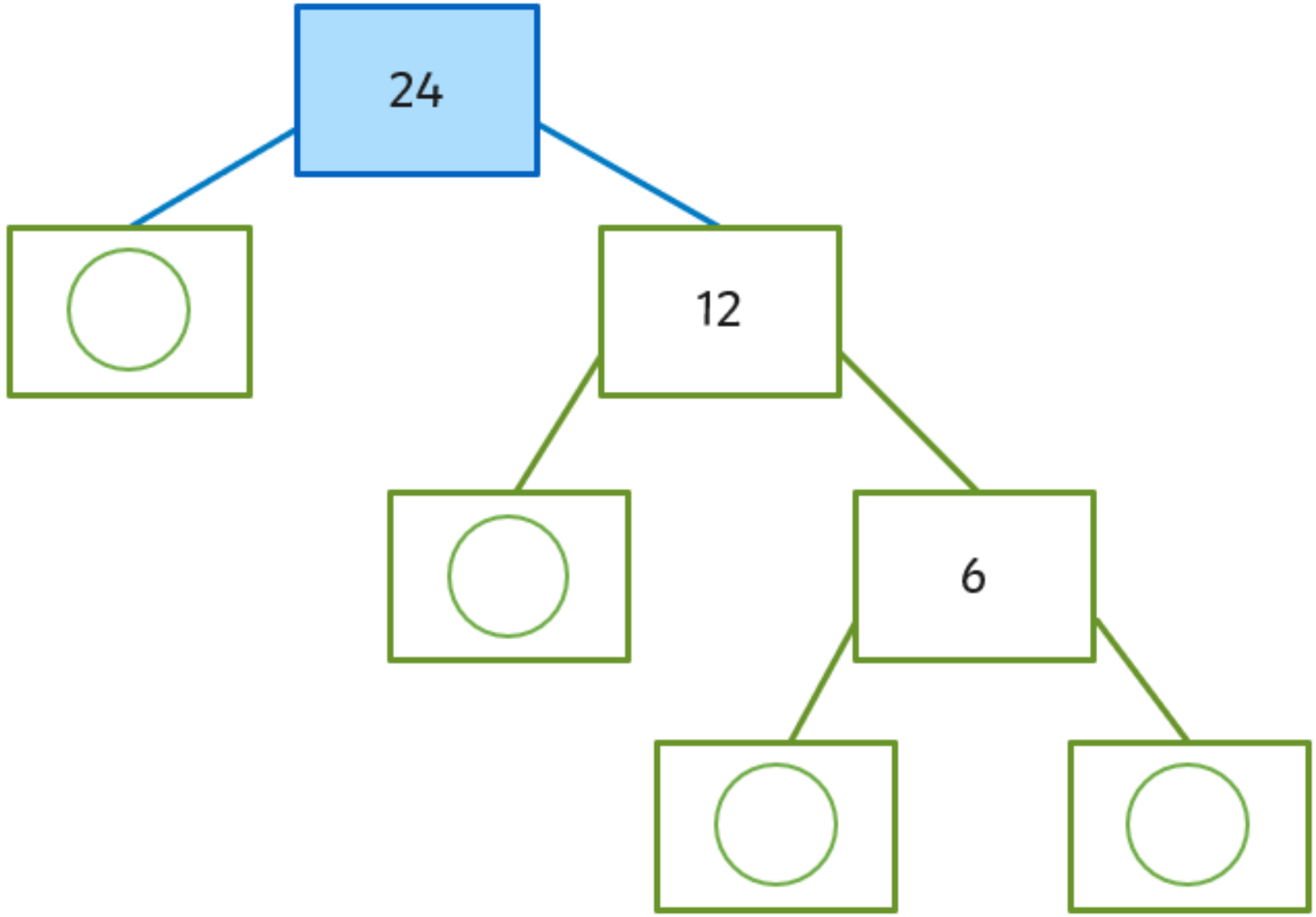
Which of these numbers are divisible by 5?

67 105 335 96

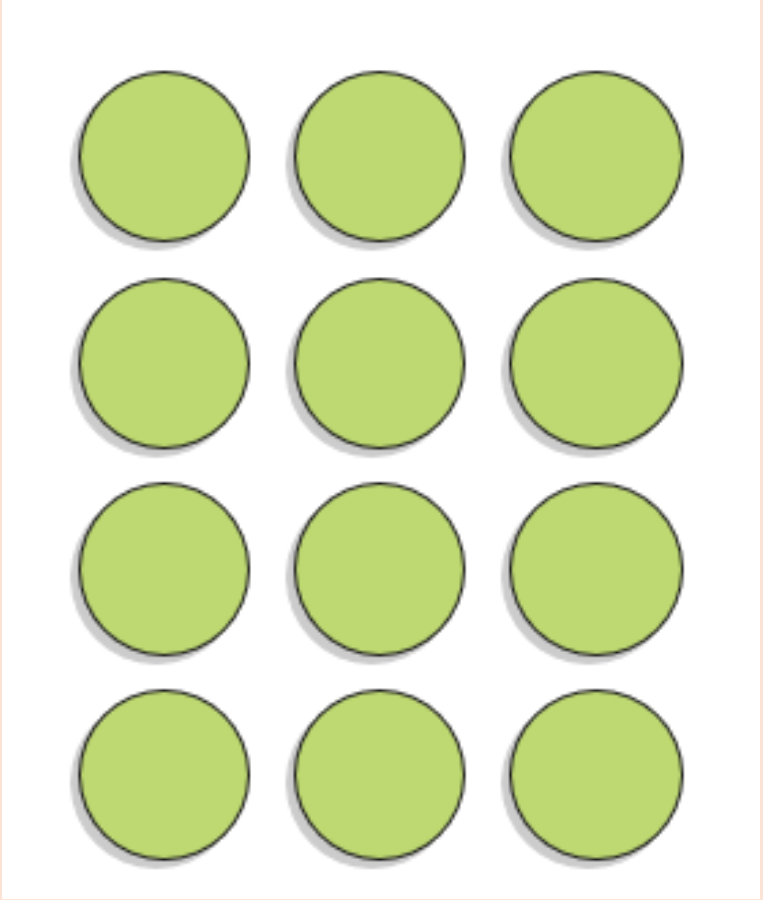
Challenge:
The digital root is when you find the _____ of all the digits.

Talk partners:

Use a factor tree to identify the prime factors of 24.

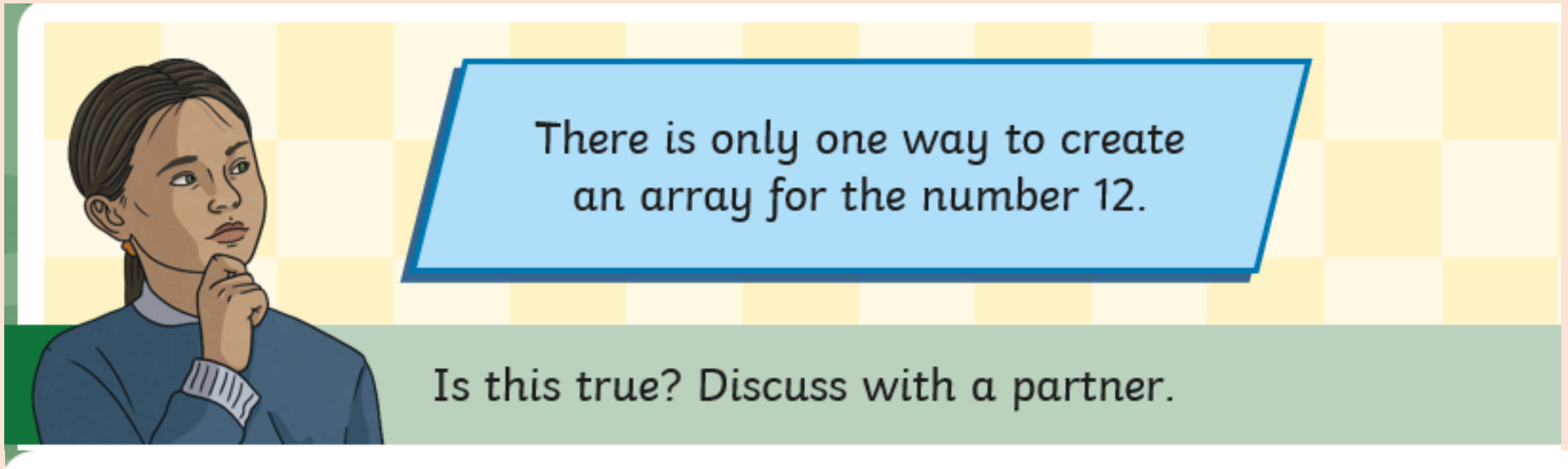


Whiteboard work:
Write multiplication sentences to match this array.

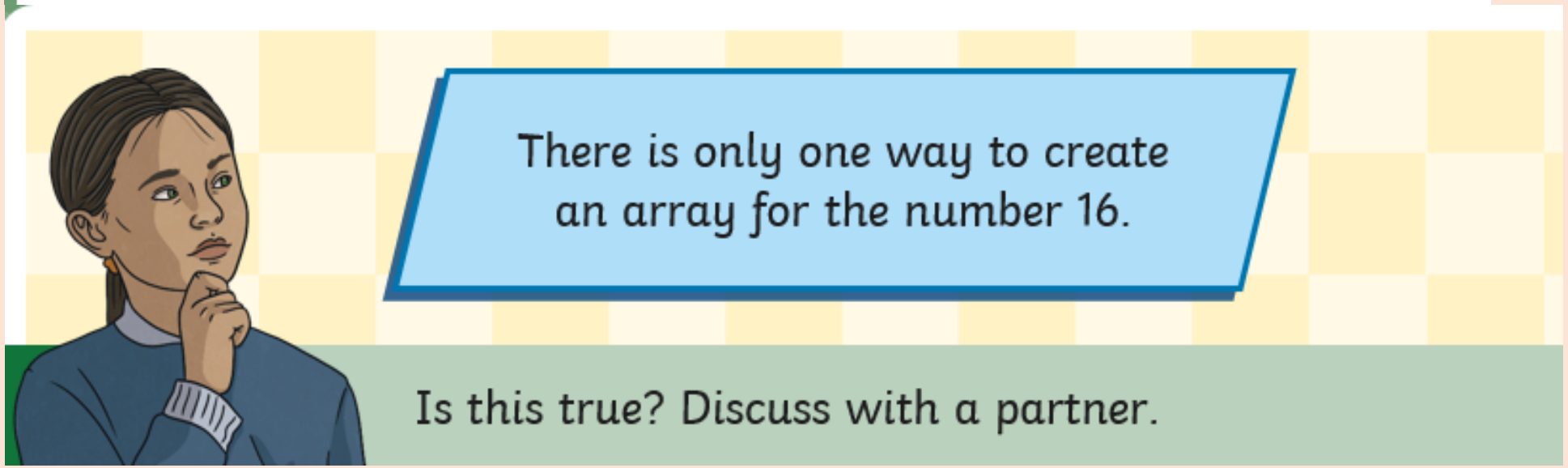


Draw arrays to prove whether the statement is true or not?

Blue



Green



Challenge: Does this mean that your number is a prime or a composite?

51 is not the answer to any of the times tables so it is a prime number.

Zeke

Whiteboard work: Draw the table and sort the numbers.

6 18 7 11 22 9

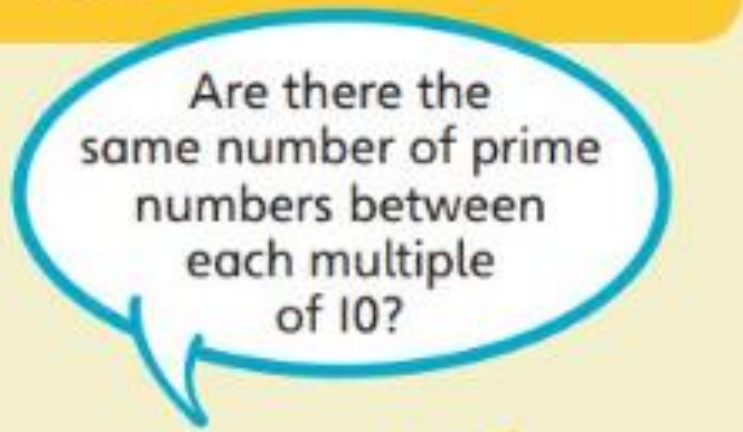
Composite	Prime

Challenge: How does this relate to divisibility rules?

TBAT: Identify prime numbers and revise finding factors

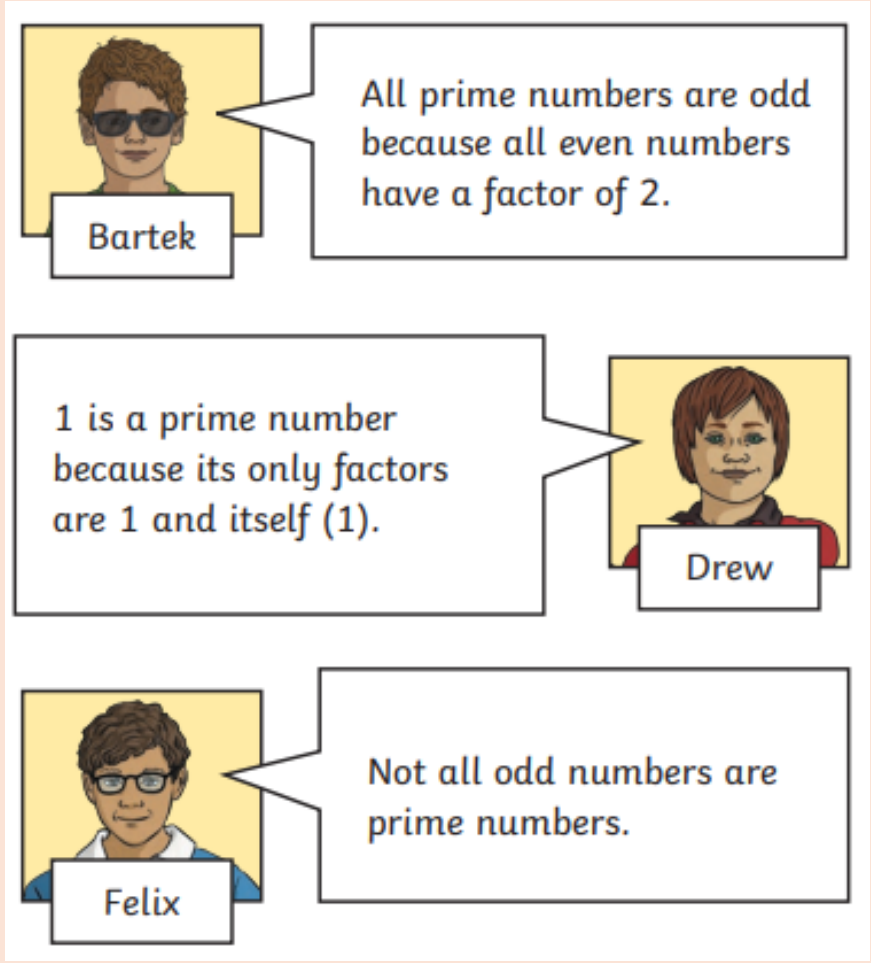
Write all the prime numbers between:

1. 20 and 30
2. 30 and 40
3. 70 and 80
4. 90 and 100



Find all the pairs of factors for:

5. 27
6. 36
7. 45
8. 64
9. 72
10. 51



Challenge:

13 and 31 are both prime numbers.

Can you find another pair of prime numbers with reversed digits?

Mastery:

Bartek reads this statement and knows it is correct but cannot explain why.
Help him by explaining it.

> The sum of the factors of 20 is greater than the sum of the factors of any prime number less than 40.

Tuesday 20th January

TBAT- pathetic fallacy for effect.

2 in 2

1. Match the object to the human quality to complete the sentence.

Object		Human quality
The candle flame		nodded in the wind.
The chocolate cake in the fridge		crept into the classroom.
The party		danced in the dark.
The wallflowers		sang a lonely song.
Along with the teacher, silence		was calling her name.
The wind		died as soon as he left.

2. What effect does the use of personification have on the reader?

Tuesday 20th January

TBAT- pathetic fallacy for effect.

What example of figurative language has been used?

Blue -

The wind whispered through the trees.

Green-

The beautiful flower was yellow like the sun.

Vocabulary

Write the meaning of the highlighted word.

Blue - Liam is an **audacious** boy.

Green - He drove past the **ambling** pensioners.

Activity- write three synonyms for your given word.

Matilida dodgy motor - YouTube

Note down verbs that show his mannerisms:

shuffled charmed

Activity: Replace the three verbs to make your own sentences.

He smirked. He winked. He slinked.

Liam did the opposite to the car salesman;

he winked, I winced; he slinked, I stood.

Task: What is the opposite to the verbs you used?

He smirked. He winked. He slinked.
I smiled. I winced. I stood.

Write these in box 3.

- **Pathetic fallacy** is *always* about giving **emotions** to something non-human.

- **Personification** is giving *any* human attribute to an object.
- For example, **'The wind whispered through the trees.'** or **'The flowers danced in the breeze.**

Pathetic Fallacy

- matching feelings to weather

What is pathetic fallacy? - BBC Bitesize

Match the ‘heads’ on the left-hand side with their ‘tails’ on the right to make six examples of pathetic fallacy:

The tree branches…	…whispered among the flowers.
The gentle breeze…	…the lonely cloud drifted by.
The stars	…storm took its wrath out on the whole town.
Angrily, the…	…clawed desperately at the window.
On its own in the sky…	…danced its way across the hill.
The fire…	…winked knowingly down at us.

Blue-

How was Liam feeling about asking for the keys to the Porsche?

Green –

How was Liam feeling when driving the car?

Talk partners: Which type of weather would you associate with excitement and happiness?

Use weather/ natural events that reflect Liam’s optimism/excitement about the journey.

glow of _____ sunlight
distant crackle of lightning
rainbow of opportunities

Looking out of the narrow windscreen, I saw a colourful rainbow arching across the sky and beckoning me towards the horizon. **Should I go faster? I thought. We glanced at each other, before Florida shouted, "Perhaps we should turn back!"**

Talk partners: Why is this information effective?

Write a sentence using pathetic fallacy to show that Liam was excited to drive the car.

The sun shone cheerfully…
The wind blew dramatically…
There was a rainbow of opportunities…

This sentence or two will be used in your narrative, so think carefully about how you can portray the characters – add a sentence to box 6.

Music

- Teacher notes:

Lesson 1 – Solar songs

Explore music about the sun and stars through a song, listening pieces and a graphic score

LEARNING OBJECTIVES *Children will:*

- Sing accurately with a backing audio, responding to cues
- Describe music made with non-standard instruments, referring to the musical elements
- Identify, interpret and perform from graphic symbols

WHAT YOU WILL NEED

- A large selection of percussion instruments

LISTENING PIECES AND SONGS

Sun blast by Matthew Holmes (song)
Music of the starry night (extract) by George Crumb (active listening)
Spiral galaxy by Stephen Chadwick (active listening)

TEACHING ACTIVITIES

Sun blast

Sing a song and explore its structure and meaning

- Listen to *Sun blast* and explore its structure
- Learn to sing the song by echo-singing
- Discuss the scientific facts and meaning in the song's lyrics

Music of the starry night

Listen to an evocative piece of music and describe and compare the timbres and dynamics

- Listen to the extract of *Music of the starry night* and discuss the composer's use of timbre and dynamics

Spiral galaxy

Explore a graphic notation score, matching and interpreting sounds in performance

- Listen to *Spiral galaxy* and match the sound sequence heard with a graphic
- In groups of three, interpret images on the graphic using instruments, with expressive use of dynamics
- Perform, identify and evaluate sound sequences

VOCABULARY

graphic score
musical elements
structure
chorus
verse
bridge
lyrics
dynamics
timbre

TBAT: Describe music using the correct vocabulary.

Listen to the music

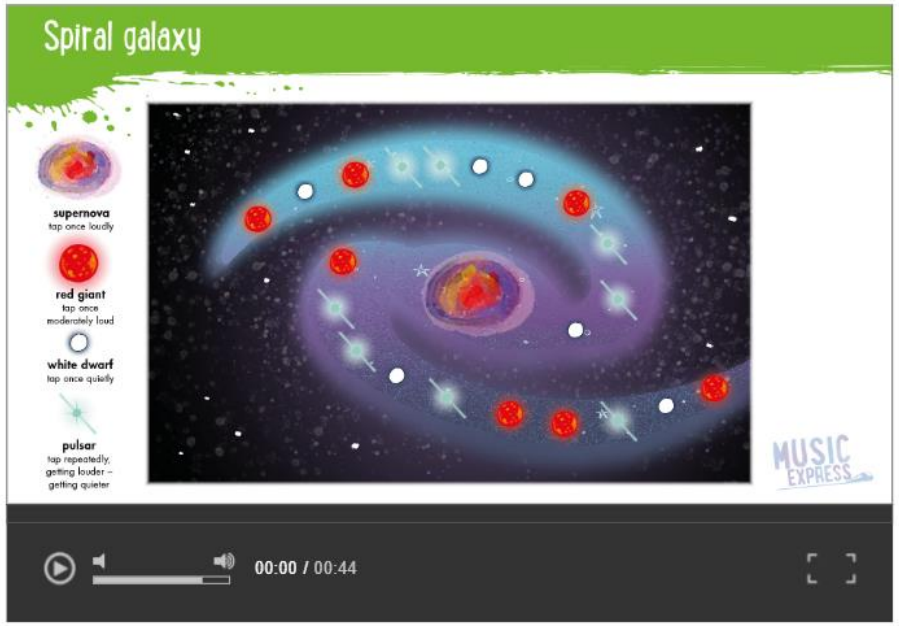
and think about the composer's **dynamics.**

Use the images to describe what you hear.

TBAT: Describe music using the correct vocabulary.

Complete Activity 3 (if time)

Instruments needed.



ACTIVITY 3: SPIRAL GALAXY

Activity Details

Listen to *Spiral galaxy* . The arms of the spiral galaxy contain symbols for stars at different stages of their life. How does the audio suggest this? (It is a sequence of sounds at different dynamics.) Which arm of the galaxy is portrayed? (The lower arm.) What is the reason for this answer? (The size and sequence of star symbols matches the sequence of dynamics.)

Through class discussion choose instruments with 'star' sound qualities (timbres), e.g. those which make ringing sounds, e.g. triangle, cymbal, tone bar, Indian bells, chime bar.

Divide the class into groups of three and give each group one of the instruments.

Each child in the group works individually, taking turns to use the instrument to play one of the sequences of changing dynamics. Encourage the children to allow the sounds to fade without rushing to play the next sound.

Choose volunteers to perform a spiral galaxy sequence to the class. As a game, ask the class to guess which of the galaxy arms was played.

Tuesday 20th January

Q: What are Asia's natural borders?

3 in 3

1. What is an example of a human feature?

settlements **rivers** **climate** **mountains**

2. How many regions can Asia be split into?

2 **4** **5** **6**

3. Which country has the largest population?

Saudi Arabia **Maldives** **China** **India**

Entry Questions

Asia is divided into how many regions? And why?

Name a country in Asia with the highest population.

Challenge: What is the difference between human and physical geography?

What are natural disasters and how do they impact the lives of people living in Asia?

Enquiry question

Learning journey

1. What are the key physical features of Asia?
2. What are the key human features of Asia?
3. What are Asia's natural borders?
4. What are tectonic plates?
5. How are mountains formed?
6. How are volcanoes formed?

The key term in this lesson is **natural border**. A natural border is something natural, such as a mountain range or a river, that acts as barrier and separates geographical areas.

Lesson 3: Key term

What are Asia's natural borders?

Key knowledge

- Borders can be natural.
- Borders can also be human-made.
- A natural border is a natural barrier, such as a mountain range or a river.
- Borders made by people can involve walls, or fences, or just a line painted on the ground.

Key vocabulary

- human-made border
- mountain range
- natural border

Lesson 3: Key knowledge

What is a border?

A border is something that creates a boundary between geographical regions.

Some borders are **natural borders**.

Other borders can be **human-made borders**. Borders made by people can involve walls, or fences, or just a line painted on the ground.

Lesson 3: Read

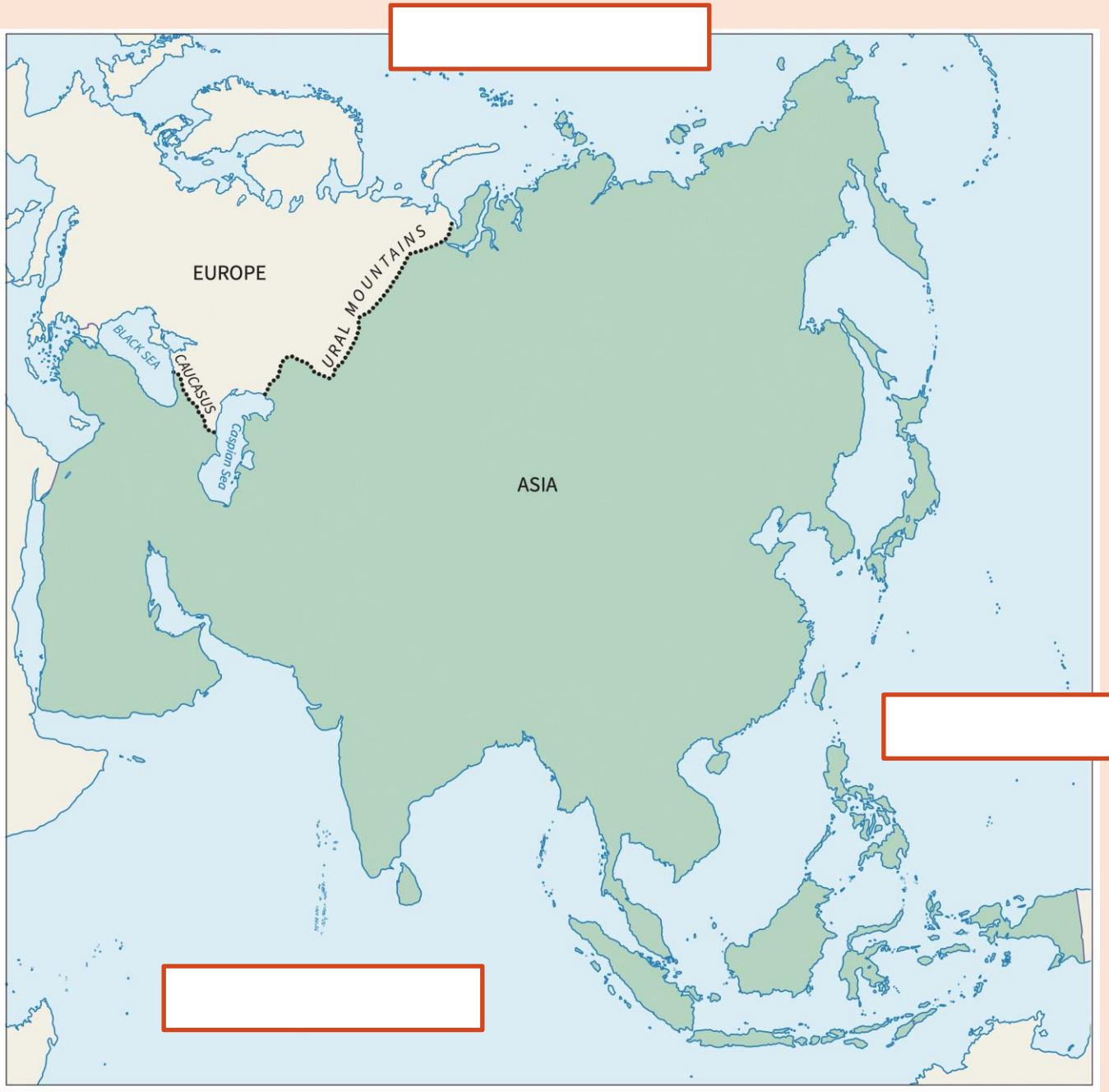
What is a natural border?

A natural border is something natural that acts as barrier and separates geographical areas. These can include oceans, seas, rivers, **mountain ranges**, deserts, and naturally occurring forests.

Lesson 3: Read

Use an atlas to label the oceans and answer the question below..

1. Which two continents do the Ural and Caucasus mountain ranges divide?



Lesson 5: Retrieval

Use an atlas to label the oceans and answer the question below..

1. Which two continents do the Ural and Caucasus mountain ranges divide?

Europe and Asia

Lesson 5: Retrieval

Read the case studies and answer the questions.

Case study – The Ural Mountains

The Ural Mountains, sometimes simply called The Urals, form a natural border between Europe and Asia.

They stretch for 2,500 kilometres (1,550 miles) north to south through Russia starting at the Arctic Ocean.

Lesson 3: Read

Case study – The Ural Mountains

Not all mountains are the same age. The Urals are between 250 million and 300 million years old. This makes them some of the oldest in the world.

The highest peak is Mount Narodnaya, or Gora Narodnaya which in Russian means 'People's Mountain'. It stands at 1,895 metres (6,217 feet) high.

Lesson 3: Read

Case study – The Caucasus Mountains

The Caucasus Mountains also form a natural boundary between Europe and Asia. They stretch west to east from the Black Sea to the Caspian Sea for 1,200 kilometres (750 miles).

The mountain range is made up of the Greater Caucasus Mountains in the north and the Lesser Caucasus Mountains in the south.

Lesson 3: Read

Case study – The Caucasus Mountains

The highest peak in the Caucasus mountain range is Mount Elbrus which is 5,642 metres (18,510 feet) high.

Mount Elbrus has two summits which were both formed by volcanic lava. The eastern summit was reached by mountaineers in 1829, but the western summit wasn't reached until 55 years later in 1874.

Lesson 3: Read

Use the information to answer the following questions in full sentences.

1. Which two continents do the Ural and Caucasus mountain ranges divide?

The two continents that the Ural and Caucasus mountain ragnges divide are....

2. How far does the Ural mountain range stretch?

3. What is the highest peak in the Caucasus Mountains?

4. Which mountain range stretches from the Black Sea to the Caspian Sea?

Challenge: Explain the difference between a natural border and a human-made border.

Mastery: Find two other natural borders in Asia.

Lesson 5: Retrieval

Answer the following:

1. Which two continents do the Ural and Caucasus mountain ranges divide?

Europe and Asia

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2. How far does the Ural mountain range stretch?

2,500 kilometres (1,550 miles)

---

3. What is the highest peak in the Caucasus Mountains?

Mount Elbrus

---

4. Which mountain range stretches from the Black Sea to the Caspian Sea?

The Caucasus Mountains

What are Asia's natural borders?

Key knowledge

- Borders can be natural.
- Borders can also be human-made.
- A natural border is a natural barrier, such as a mountain range or a river.
- Borders made by people can involve walls, or fences, or just a line painted on the ground.

Key vocabulary

- human-made border
- mountain range
- natural border

Lesson 3: Key knowledge

Exit Questions:

A natural border is a natural barrier. Give an example of a natural border.

What is a mountain range?

20.1.26
Q- Who can we trust?

2 in 2:

1) Give two examples of how you can communicate.

2) What is a quality of a good friend?

Talk partners: Is it possible to be a good friend all of the time?

Blue

What would you do if...

you find out all your friends have been invited for a sleepover at your friend's house but you haven't received an invite?

Green

What would you do if...

you were having a party but could only invite six people? You don't want to upset anyone, so how do you choose?

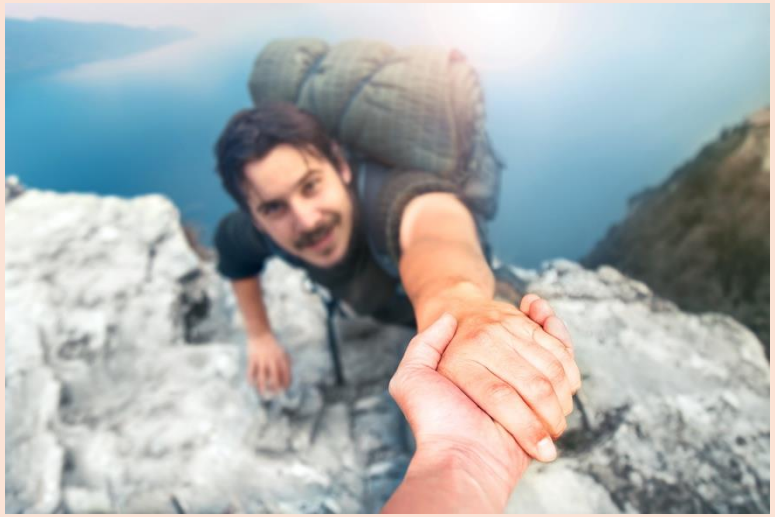
What would you do if...

your friends told you to lie to your parents/carers about where you were going?

What is trust?

Write a list of people you trust and why you trust them.

Write your answers on sticky notes and put them on the class whiteboard.



To trust or not to trust?

Think about a time when you were lied to. How did you feel? Were you able to trust that person again?

To trust or not to trust?

Have you ever broken someone's trust?
Were you able to regain their trust?
What did you have to do to regain their trust?

To trust or not to trust?

What can you do if a friendship makes you feel uncomfortable? Who can you turn to?

To trust or not to trust?

Online friends

It can be difficult to know if online friends are genuine, here are some signs that they might not be:

1. They seem too good to be true
2. They give gifts
3. They pressure you
4. They want to be kept a secret

More information can be found online.

Does this relate to offline friends too?
Where can you go to for help if you're worried about the way that someone is communicating with you online? – Discuss with a partner.

Under 18s can them on **0800 1111** – the number doesn't appear on phone bills. You can also visit www.childline.org.uk to speak to a counsellor online.

Building and breaking trust

Write ways that you can build trust: eg, telling the truth

Write ways that you can break trust: eg, telling them you will do something and then not.