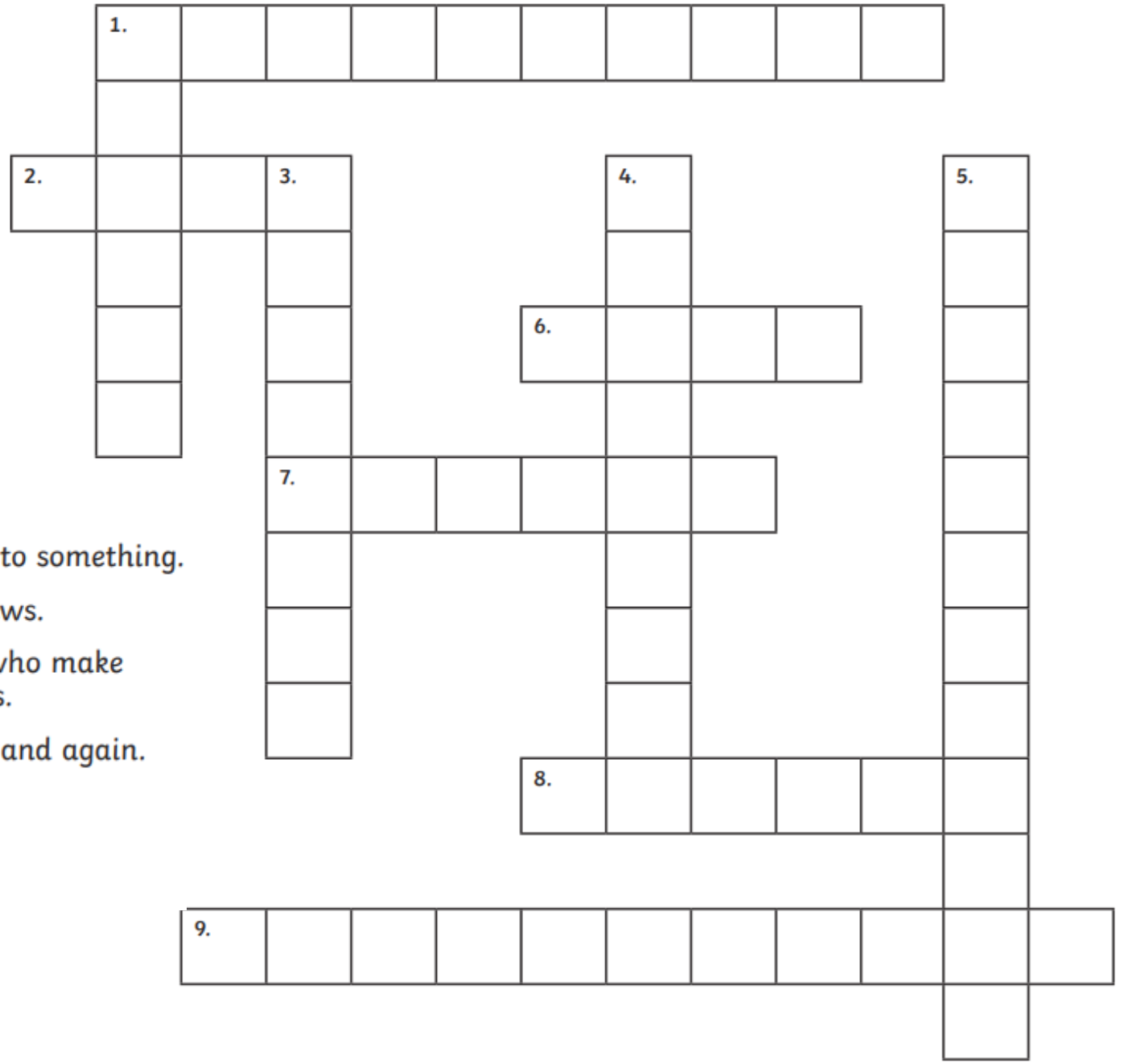
Thursday 12th February Morning Challenge



Across:

1. Giving your dedication to a person or cause.
2. To give off gas.
6. To deliberately leave something or someone out.
7. To hand something in.
8. To allow something to happen.
9. Happening constantly; never stopping.

Down:

1. To make a promise to something.
3. To communicate news.
4. A group of people who make important decisions.
5. Only happens now and again.

Thursday 12th February

TBAT: spell words from word families based on common words.

Whiteboards at the ready!

Can you guess the spelling word based on the definition?

During the meeting, the _____ members voted against the plans to knock down the local library.

How many times can you speed write this word in one minute?

Time's up!

Miss Jones was furious to see a parking ticket on her windscreen after leaving her car on a street without the correct _____.

How many times can you speed write this word in one minute?

Time’s up!

The _____ buzzing of the broken burglar alarm was driving Mr Johnson up the wall!

How many times can you speed write this word in one minute?

Time’s up!

After the two chemicals came into contact, the strange potion began to_____ a toxic gas.

How many times can you speed write this word in one minute?

Time’s up!

Tom’s _____ to his piano practise was demonstrated when he passed his exam

How many times can you speed write this word in one minute?

Time’s up!

12.02.26

TBAT: use mathematical reasoning to solve problems involving decimal numbers.

An art teacher wants to buy 748 new paint brushes for the school. Brushes come in packs of 27. How many packs does she need to buy? _____	Kristoph is on holiday. He has £194 and wants to buy his friends a souvenir. Souvenirs cost £23 each. How many souvenirs can he buy? _____	A parent needs 848 slices for a pizza party. If each pizza has 12 slices, how many pizzas should the parent buy? _____

12.02.26

TBAT: use mathematical reasoning to solve problems involving decimal numbers.

3 in 3

1. 108 - ____ = 26 x 2

2. 6/4 ÷ 3 =

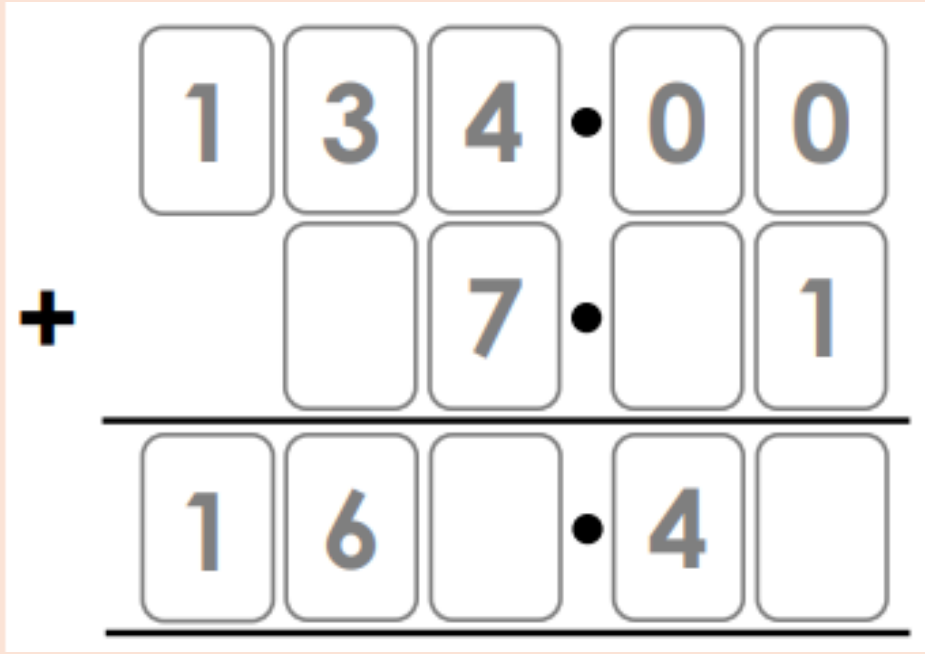
3. 2/3 x 270 =

Challenge - Harry had 150 sweets in a jar. He removed 1/5 of the sweets to save for himself. Of the remaining sweets, he gave his friend 35%. How many sweets were **left** in the jar?

12.02.26

TBAT: use mathematical reasoning to solve problems involving decimal numbers.

Lola thinks the missing digits are 3, 4 and 1.



Partner discussion - Is she correct? Prove it.

12.02.26

TBAT: use mathematical reasoning to solve problems involving decimal numbers.

Challenge –

How much change would she get from a £10?

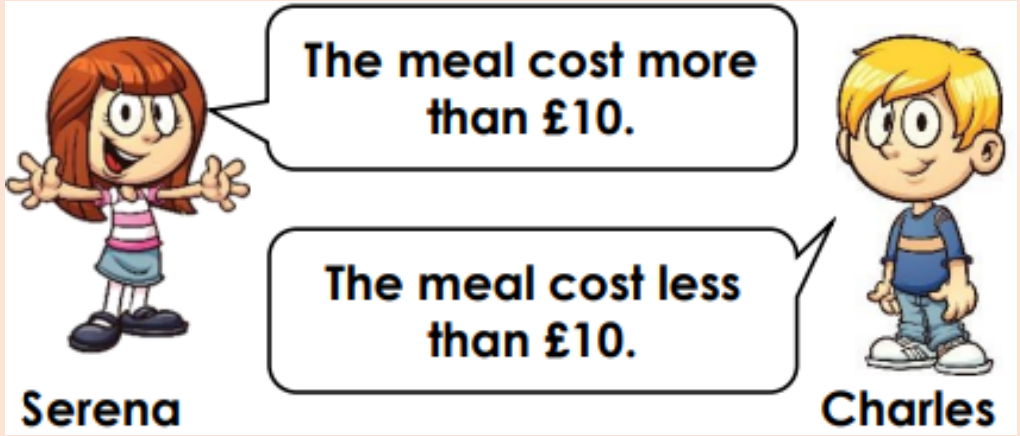
12.02.26

TBAT: use mathematical reasoning to solve problems involving decimal numbers.

Partner discussion -

Serena and Charles have fish and chips for dinner.

They each buy fish for £3, chips for £1.24 and a bottle of water for £0.85. Charles also has a side of mushy peas for 50p.



Who is correct? Explain your answer.

Find the missing digits in the calculation below.

	6	3	✸	5
+	4	✸	6	✸
1	✸	2	4	2
	1	1	1	

12.02.26

TBAT: use mathematical reasoning to solve problems involving decimal numbers.

1. Lily takes a taxi 2.4 miles to collect her friend, then a further 1.39 miles to the station. How far did she travel by taxi?
2. David weighs out 0.567kg of onions, he checks his recipe and sees he needs to add 0.98kg. How much onion did the recipe need?
3. On average an immature oak tree grows 0.069m in winter and 1.83m in summer. How much does the tree grow in a full year?
4. Vasu packs his bag for a plane trip, he checks the weight and it weighs 14.9kg. He adds a further 6.365 kg. How much does his bag now weigh?
5. Ellen is making a mixed juice drink, she adds 1.893l of orange and 5.79l of blackcurrant juice. How much will her jug need to be able to hold?

Challenge

Choose digits to go in the empty boxes to make these number sentences true.

14 781 – 6 ☐ 53 = 8528

23·12 + 22· ☐ = 45·23

Mastery Challenge

Two numbers have a difference of 2·38. The smaller number is 3·12.
What is the bigger number?

Two numbers have a difference of 2·3. They are both less than 10.
What could the numbers be?

Mastery with Greater Depth

Two numbers have a difference of 2·38. What could the numbers be if:

- the two numbers add up to 6?
- one of the numbers is three times as big as the other number?

Two numbers have a difference of 2·3. To the nearest 10, they are both 10.
What could the numbers be?

Thursday 12th February

TBAT: write a piece of poetry based on a given model.

3 in 3

1. Which sentence contains two **verbs**?

Tick **one**

Our class tested different materials. ☐

The metal bowl sank and filled with water. ☐

The wooden and plastic bowls floated. ☐

Then, we quickly wrote a conclusion. ☐

2. Insert an appropriate **contraction** to complete the sentence below.

I think that _____ like to read outside today.

3. Label each box with **subject (S)** or **object (O)**.

The class drew some angles and then they measured them.

1 2 3 4

***CHALLENGE*: Add a fronted adverbial to the sentence.**

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TBAT: write a piece of poetry based on a given model.

What does the hedgehog see at

dusk?

What does it hear?

Where does it settle or rest?

Thursday 12th February

TBAT: write a piece of poetry based on a given model.

Partner discussion -

What is the rhyming pattern of the poem?

What do the stanza openings focus on?

What do the middle lines focus on?

What do you notice about the ending?

The Owl

When cats run home and light is come,
And dew is cold upon the ground,
And the far-off stream is dumb,
And the whirring sail goes round,
And the whirring sail goes round;
Alone and warming his five wits,
The white owl in the belfry sits.

When merry milkmaids click the latch,
And rarely smells the new-mown hay,
And the cockerel hath sung beneath the thatch
Twice or thrice his roundelay,
Twice or thrice his roundelay;
Alone and warming his five wits,
The white owl in the belfry sits.

Thursday 12th February

TBAT: write a piece of poetry based on a given model.

Think back to our previous lessons, can you recall the definitions of these words?

- **dumb**
- **roundelay**
- **wits**
- **rarely**
- **thatch**
- **belfry**

Challenge - Write a line for your hedgehog poem using one of these Tier 2 words.

Thursday 12th February

TBAT: write a piece of poetry based on a given model.

Write your two-stanza hedgehog poem.

Stanza 1

Focus: *setting the scene at dusk*

- What changes as evening arrives?
- What sounds fade?
- What movements happen in the hedgerow?

Include the repeated couplet you wrote with a partner on Tuesday.

Stanza 2

Focus: *night deepening*

- More sensory details
- Build atmosphere: peaceful, eerie, cosy

Include the repeated couplet you wrote with a partner on Tuesday.

Challenge:

- Use 4–6 vocabulary words correctly
- Include two poetic devices (simile, alliteration, personification)

12.02.26

Before Lunch Booster

$22.28 + \_\_\_\_\_ = 99.37$

$20.657 - \_\_\_\_\_ = 6.27$

$2247 \times 63 =$

$205 \times 19 =$

$826 \div 7 =$

$15{,}317 \div 17 =$

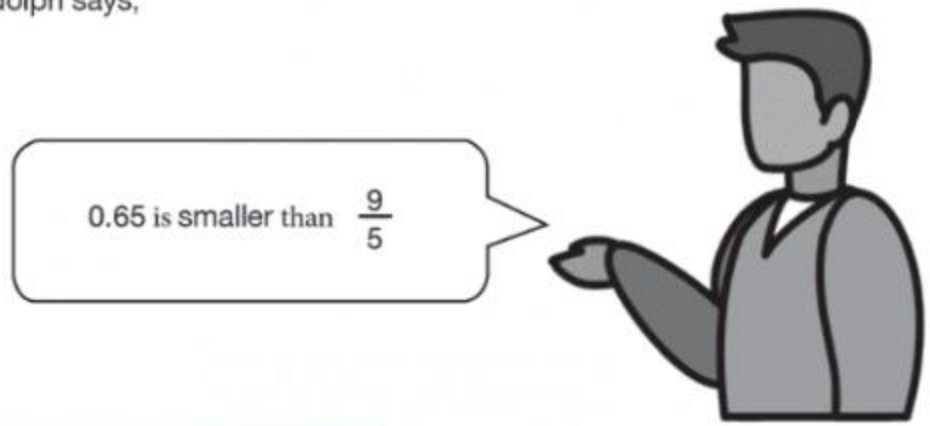
$8/9 \div 7 =$

$3/9 \div 3 =$

12.02.26

Maths Booster – decimals

Rudolph says,



Explain **why** he is correct.

19 **Match** the following decimals with their equivalent fractions.

one has been done for you.

0.4	$\frac{3}{4}$
0.75	$\frac{2}{10}$
0.2	$\frac{1}{4}$
0.25	$\frac{2}{5}$

$4.56 \times 40 =$

$7.85 \div 0.5 =$

$56.7 - 12.7 =$

$13.3 - 7.45 =$

12.02.26

Maths Booster – decimals

25 Put a tick (✓) in each row to **complete** the following table

	less than 2000	equal to 2000	more than 2000
5 x 25 x 30			
15 x (80.4 - 16.5)			
4000 (2.5-1.5)			
(42-1.5)(42 +1.5)			

Tick the **two** numbers that are equivalent to $\frac{6}{10}$

	Tick **two**
0.75	☐
0.35	☐
0.40	☐
$\frac{3}{5}$	☐
$\frac{60}{100}$	☐

Circle the fractions that are **greater** than $\frac{4}{10}$

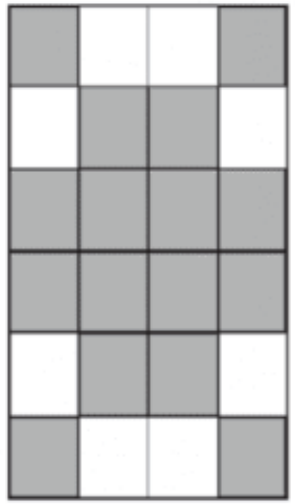
$\frac{7}{8}$ $\frac{2}{5}$ $\frac{1}{3}$ $\frac{5}{8}$ $\frac{3}{6}$

12.02.26

Maths Booster – decimals/fractions/percentages

Fraction	Decimal	Percentage
5/10		
	0.75	
	0.20	
20/200		
		30%
		1%
		72%

Here is a grid of 24 squares.

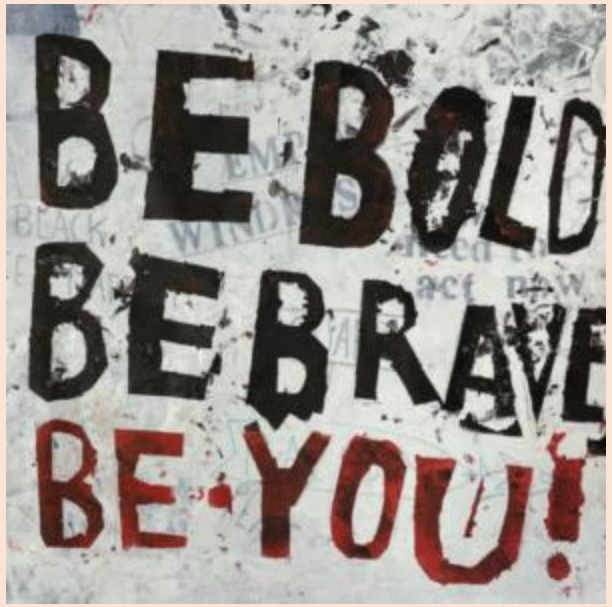


What **percentage** of the grid is **shaded**?

%

12.02.26

TBAT: design a poster showing your "message to the world."



Thursday 12th February

Dance

To use feedback to develop and refine a 1970s dance performance.

Success Criteria

- Consider the feedback given when discussing how to develop your dance.