

Wednesday 3rd June

Morning Challenge

5 Fluency Questions

1) $5,842 - 853 =$

2) $\frac{54}{100} - \frac{38}{100} =$

3) $\underline{\quad} - 100 = 3,087$

4) $50 + (16 \div 4) =$

5) $\frac{5}{6} \times \frac{2}{4} =$

5 Maths Problems

On a bookcase

- $\frac{5}{8}$ of the books are fiction books.
- The rest are non-fiction.
- There are 72 non-fiction books.

How many books are fiction?

A rope measures 2.8 metres.



The rope is cut into 10 equal sized pieces.

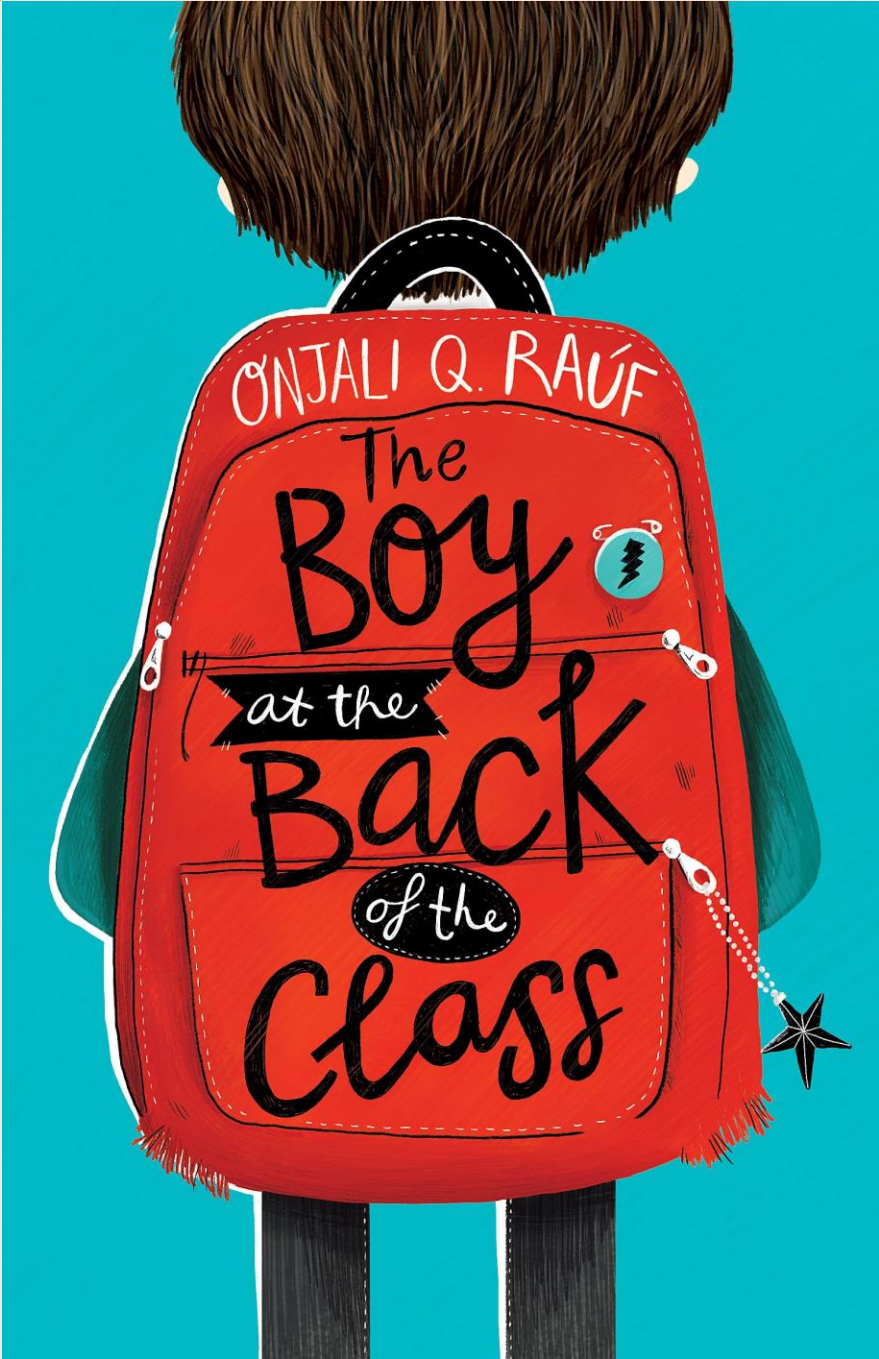
What is the total length of 5 of these pieces?

Spelling Challenge

Write the correct spelling for each underlined word

1. The hotel was too small to acomodate the large party.
2. They lived in a friendly comunatery.
3. "Mum, you always egagerate!" shouted James.
4. Year 5 frequentle got all of their spellings correct.
5. They were asked to leave imediately.
6. The ugly sisters would always critsise Cinderella.
7. Dad hurt a leg musle whilst jogging.
8. They had a marvelus first day at school.

Toast and Class Novel



Wednesday 3rd June

KQ: Can I describe how offspring of different animals are similar but not identical to their parents?

Starter Quiz:

1 Things that are similar ... (Tick 1 correct answer)

- are completely different to each other.
- are alike in some ways.
- are exactly the same as each other.

2 Things that are identical ... (Tick 1 correct answer)

- are completely different to each other.
- are alike in some ways.
- are exactly the same as each other.

3 What are offspring? (Tick 1 correct answer)

- An organism's parents.
- The children or young of an organism.
- Organisms that hatch from eggs.
- The places an organism lives.

4 All animals can make copies of themselves. This is called _____ . (Fill in the blank)

5 Which of these are able to reproduce? (Tick 3 correct answers)

- mammals
- birds
- rocks
- minerals
- insects

Wednesday 3rd June

KQ: Can I describe how offspring of different animals are similar but not identical to their parents?

Define the word 'offspring'.

Define the phrase 'similar but not identical'.

What type of characteristics can you inherit from your parents? Explain.

Keywords

Living things create offspring when they reproduce.

Things that are similar have some things in common or are alike in some ways.

To vary is to differ or change.

Things that are identical are exactly the same as each other.

A variation is a difference between two or more things.

Andeep has been visiting a farm and noticed that lots of the animals had produced **offspring**.



farm animals

Can you explain what offspring are?

All animals reproduce. When they reproduce, they make more **offspring** of the same kind.



penguin and its chick



zebra and its foal



clownfish and its fry

The **offspring** of a living thing share characteristics of the organism that produced them.

This means they usually look **similar** to their parents.

Can you see the similarities between this parent and its offspring?



goat with kids

Sometimes, animals look quite different to their parents when they are young.



duck with young offspring

The **similarities** are sometimes much clearer when the animals have reached adulthood.

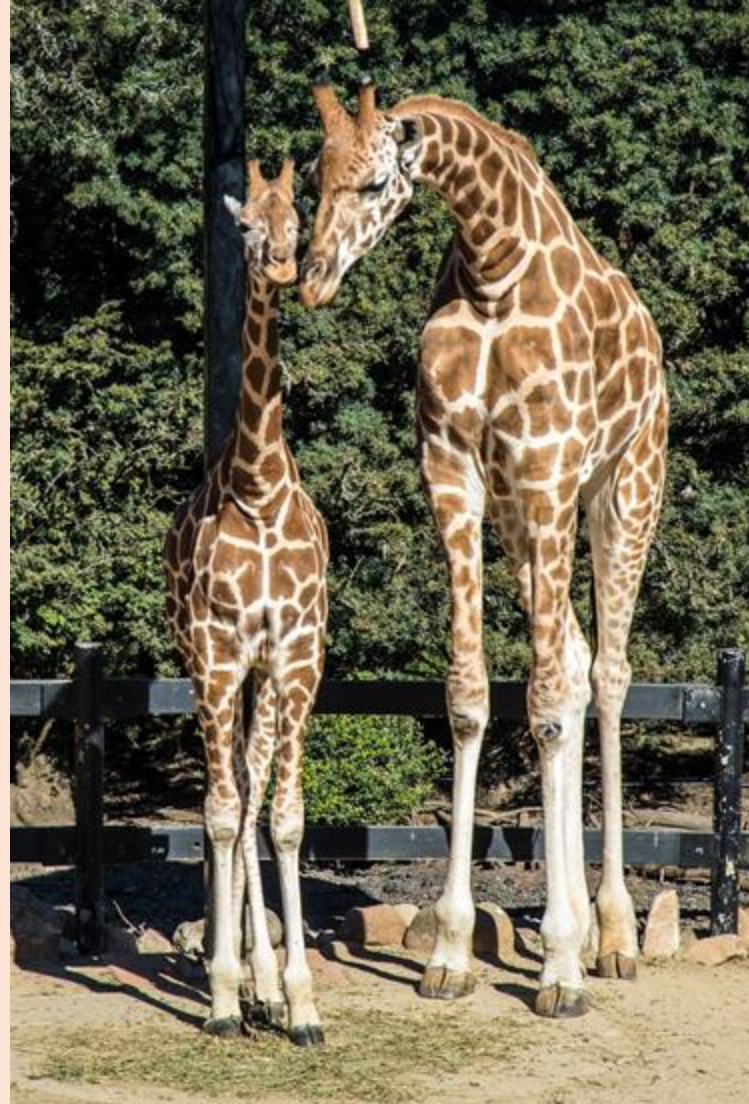


duck with adult offspring

Normally, **offspring vary** and are not **identical** to their parents.

They look **similar**, but are not exactly the same.

Can you see any differences between this parent and its offspring?



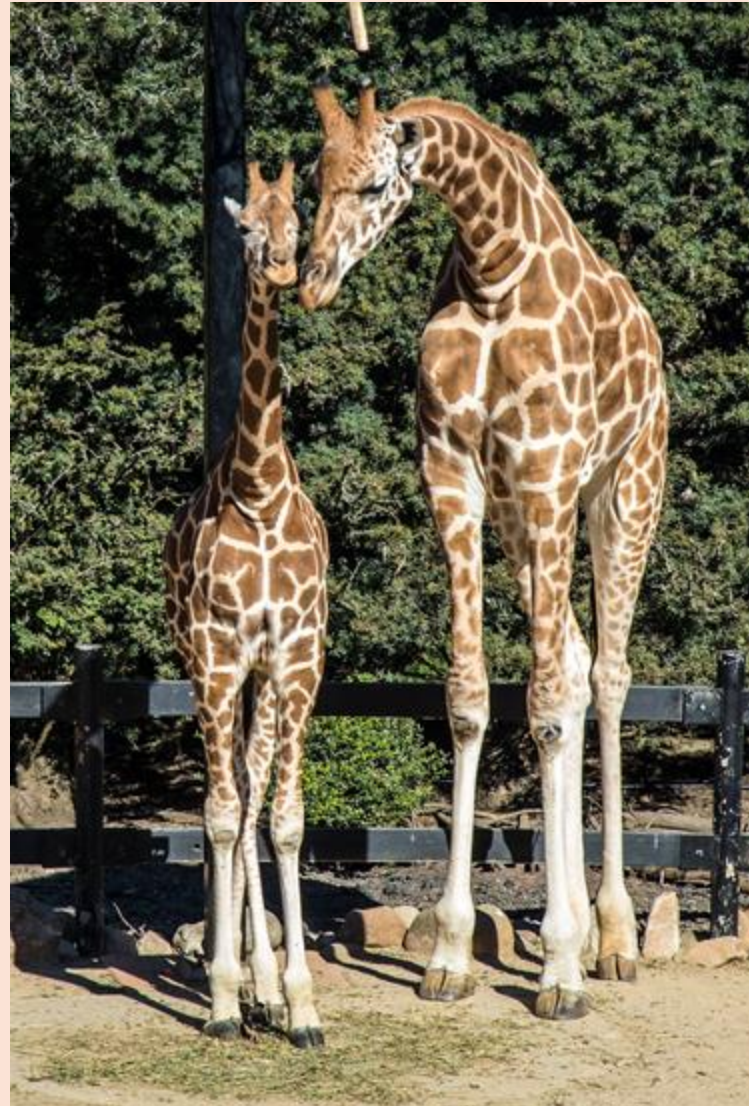
giraffe with calf



Andeep

I can see they have slightly different markings. The patterns are **similar** but not **identical**.

The difference between parents and their **offspring** is called **variation**.



giraffe with calf

Have you ever been told you look like one of your parents?

You are their **offspring**, so you share many characteristics with them.



Aisha

People always tell me I look like my dad.

Lots of people say I have my mother's eyes.



Sofia

Some children are talking about the **similarities** between themselves and their family members.



Laura

Why do you have curly hair if your mum has straight hair?



Jacob

Why do you and your mum have ginger hair but your little sister has blonde hair?



Alex, his sister and his mother

What do you think?

Offspring get a combination of characteristics from each of their parents.



Alex

My dad has curly hair, I think I got it from him.



Alex's sister

Dad has blonde hair like me, too!



Alex's parents

Offspring also **vary** from their parents.

This means that, although they are **similar**, they are not **identical** and they do differ from their parents.



Alex's family

Can you see how the **offspring** in this picture **vary** from its parents?



lions

Sam's dogs are going to have **offspring**.
She is talking to her friends about what the **offspring** might look like.



Sam

I think the puppies will all look different to each other.

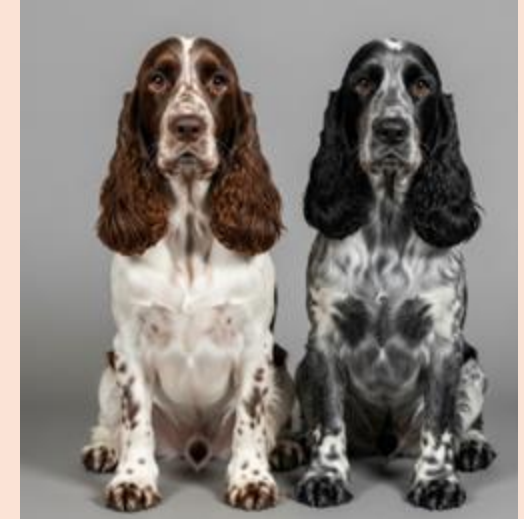


Jun

I think the offspring will all have the same pattern of fur. It will be a combination of both parents' fur.

What do you think?

Sam's dogs



They will definitely all be dogs.



Izzy

All living things have **offspring** of the same kind, so Sam's dogs' offspring are all dogs.

The puppies all look **similar**, but not **identical**, to their parents.

There is **variation** between the parents and offspring.



dog parents



offspring

Summary

Offspring: similar but not identical

All living things produce offspring of the same kind.

Offspring share some of the characteristics of their parents.

Normally, offspring vary and are not identical to their parents.



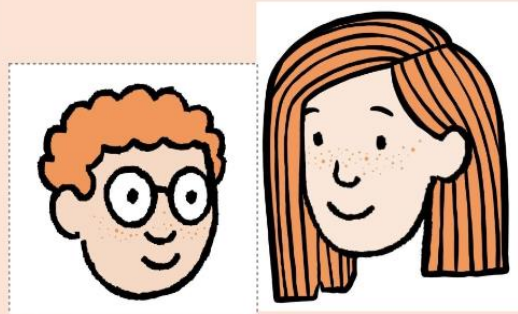
Alex's family

Tuesday 2nd June

KQ: Can I describe fossils, how they lived and how they changed over time?

Task 1:

Use the pictures of Alex and Izzy with their parents, to identify shared characteristics.



Alex and his mother



Izzy and her father

Draw your own set of animal parents and three of their offspring.



Task 2 - Choose two of the kittens and describe which features they share with each of their parents.



mother father



kittens

Wednesday 3rd June

KQ: Can I describe how offspring of different animals are similar but not identical to their parents?

Exit Quiz:

1 Which of these is the offspring of this animal? (Tick 1 correct answer)



A

B

C

D

2 Which of these statements are correct? (Tick 2 correct answers)

- Animals produce offspring of the same kind.
- Only mammals produce offspring, not fish.
- All animals can reproduce and create offspring.
- Offspring are sometimes a completely different type to the parent organism.

3 The difference between parents and offspring is known as ... (Tick 1 correct answer)

- adaptation.
- variation.
- evolution.

4 A sheep is pregnant with offspring. The offspring will have ... (Tick 1 correct answer)

- all of the exact same characteristics as its mother.
- some of the same characteristics of its mother.
- none of the same characteristics as its mother.

5 Which of these statements are correct? (Tick 1 correct answer)

- Normally, offspring vary and are not identical to their parents.
- Normally, female offspring are identical to their female parent.
- Normally, males only pass characteristics on to male offspring.
- Normally, offspring do not share any characteristics with their parents.

6 These rabbits have the same parents and were born at the same time. Why do they look different to each other? (Tick 1 correct answer)



- One of them is less healthy than the other two.
- They have each eaten a different type of diet.
- They have chosen their individual fur colours.
- They each share a different combination of characteristics with their parents.

TBAT: use informal language structures to convey thoughts and feelings clearly.

3 in 3

1. Complete the sentence with an appropriate conjunction.

Josie wanted to ask Ahmet a question _____ she did not want to make him feel uncomfortable.

2. Which sentence uses the apostrophe correctly?

The childrens' plans changed quickly.

The children's plans changed quickly.

The childrens plans changed quickly.

The children plan's changed quickly.

3. Which prefix can be added to these root words?

___understood ___judge ___lead

Key Vocabulary

- **Confused** – Not understanding something clearly or feeling unsure about what is happening.
- **Worried** – Feeling anxious or concerned about a problem or something that might happen.
- **Hopeful** – Feeling positive and believing that something good will happen.
- **Unfair** – Not right or just; treating people differently when they should be treated the same.
- **Relieved** – Feeling better because something difficult, worrying or stressful has ended or not happened.
- **Uncomfortable** – Feeling uneasy, awkward or physically or emotionally not at ease.
- **Defensive** – Acting to protect yourself, especially when you feel criticised or blamed



Confused

Worried

Hopeful

Unfair



Upset

Relieved

Uncomfortable

Defensive

Challenge – Can you think of behaviours that show each emotion?



I felt upset because I believed the situation was unfair.

I was upset. It just wasn't fair, was it?

Partner discussion:

Which sounds more like a diary? Why?



Diary entries use **first person** and **informal language** because they are a personal piece of writing.

I don't know what everyone expects from me, honestly.

Partner discussion:

Which words or phrases make this sentence informal?

I was confused by the situation and felt it was unfair.

I did not understand why the teacher spoke to me.

In pairs, rewrite the formal sentences into diary-style, informal sentences.

Remember to:

- Add contractions
- Use informal language
- Make it sound spoken, not reported

Challenge - Add rhetorical questions.

How does the language sound different?

Which words/phrases make it feel informal?

Where are contractions used?

Dear Diary,

There's a new boy in our class and he sits in the empty chair at the back. His name is Ahmet. He's nine, just like me, but he never talks and never smiles. Even when Josie offered him a lemon sherbet - my favourite - he just stared at it... maybe he is allergic? I keep catching him looking out of the window, like he's somewhere else far away. He doesn't have any friends yet but I am going to change that.

Dear Diary,

There's a weird, new kid in our class and he sits right at the back. His name's Ahmet and he never says a word. It's strange, and everyone notices it, even if they pretend they don't. When the teacher asks him questions, he just stares at the table. It makes the room feel awkward. Luckily, he doesn't go outside at breaktime.

In pairs, orally rehearse an informal sentence from each perspective.



Partner A: Narrator

Empathetic, reflective, hopeful

Sentence stems:

- *I can't stop thinking about...*
- *When I saw Ahmet today, I felt...*
- *It didn't seem fair that...*
- *I guess he must feel...*

Partner B: Brendan-the-Bully

Defensive, uncomfortable, confused

Sentence stems:

- *I don't get why everyone's...*
- *It's not like I meant to...*
- *I was just joking... wasn't I?*
- *Why am I the one getting blamed?*

Write about the same event showing different reactions.

- One paragraph from the narrator's viewpoint
- One paragraph from Brendan's viewpoint

Challenge - Use ambitious antonyms to show how differently they experience the event.

Key Vocabulary

- Confused
- Worried
- Hopeful
- Unfair
- Relieved
- Uncomfortable
- Defensive

Wednesday 3rd June

TBAT: write a pocket guide.

We are going to be writing a pocket guide to Year 5 to help prepare them for Year 6.

What are the features of a pocket guide?

What do they need to know about Year 6?

How to survive YEAR 6!

No matter how confident a 10-year-old is, Year 6 can be daunting. It is filled with last chances: last sports days, final school trips and last lessons as a year group. Nevertheless, there are even more new opportunities and fun to look forward to. For approximately 180 school days, Year 6 are top dogs. Here's how you'll survive:

What you will need:

- Dedication
- Independence
- Resilience
- A positive attitude



1. Apply for leadership roles!

Prefect? Head boy? Head girl? Deputy?
Eco Hero? Who will you be?

In many schools, the final year opens the doors to many new responsibilities. The majority will have a pupil leadership team, which allows pupils to use their voices for their school community and key events.



Year 6 pupils can be trusted to lead the younger pupils; however, there are lots of ways to make an impact. It is recommended that everyone seize these chances, whether you just want to improve the school environment or speak proudly in assemblies! Additionally, it's a time to be gracious to the younger years, who look up to the year 6 children, jealous and with admiration.



Did you know?
If a child has had good attendance, they've most likely spent over one thousand days in school from their first day to the end of Year 6!



2. Face the SATs head-on!



When children think of the May-time SATs, they may feel nervous or have a sense of intrigue. They don't always need specific preparations; nonetheless, there may be some conditions you are not used to:

- Silence
- A time limit
- Different seats
- Complete independence.



They contain a mixture of the skills and knowledge from the primary years and give you a chance to apply it all. In reality, the tests are over and done with by the end of a week and just ask you to try your best. Remember: everyone older than you has made it though!

3. Go on an adventure!

Leap, climb, aim, reach, build, laugh and learn

If you're able to embark on a residential school trip with your classmates, this might be the first time you've been away from your family at night! These trips offer once-in-a-lifetime chances to stay in accommodation with friends, eat delicious food and - most importantly - have fun! The best advice is to be tenacious and take on each physical challenge to see what you can achieve!



4. Perform and celebrate!

Leading role? Stage designer? Choreographer?

Usually - following the SATs - there's a chance to create extra-special memories together. At this time, try out performing, creating something eye-catching for a

prop or back-drop or even help to create aspects of the show! This, and any other trips, meals and end-of-year discos that might be organised, are fantastic ways to laugh, grow and explore oneself!



5. Visit secondary schools

Non-chronological report

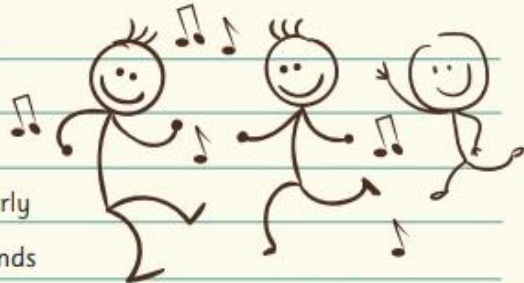


When visiting potential new secondary schools, consider what you're looking for. Maybe it's impressive sports facilities? An incredible art and design block? You may simply be looking for a happy, grown-up feeling and you may have different opinions to your friends. This doesn't need to be a deal-breaker. Before the end of the year, decide how you will keep in touch in the coming years, no matter which school you attend. Most will agree that your own work ethic - rather than the particular school - is the biggest indicator for success.

Advice from others

If you were to ask a child leaving year 6 for their advice, you might be surprised at their answers. According to pupils who have moved on to Year 7, these are a must:

- Ask others for help when you need it
- Work hard
- Get homework done early
- Read and practice times tables regularly
- Make the most of time with your friends



Although pupils are experienced in Year 6, no-one is expected to know or remember everything; pupils who work hard, listen well and ask for help are likely to achieve their best. However, many don't quite appreciate how important it can be to set up good habits with work. Be prompt with your homework, frequently recall information learnt in previous years (like times tables) and develop reading stamina by reading throughout the year to help in Year 6, and beyond!

