

Wednesday 8th July

Morning Challenge

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.

[illegible]

Tuesday 7th July

Reading – Celebration Poem

-Teacher reads

-Echo Read – teacher reads
a verse and class repeat

- Blue = Venturers

-Green = Voyagers

- Red = ALL

ALL: This year we travelled far and wide,
with teachers walking by our side.
Through every lesson, every day,
Year 5 has helped us find our way.

1 With **Mrs Porter** guiding us from the start,
She taught with strength, with care, with heart.

2 And **Mrs Longman**, who helped us grow,
Showed us everything we needed to know.

3 Then **Miss Smith** stepped in with cheer,
Bringing energy, kindness, and a brilliant year.

4 Supported by **Miss Mannell**, steady and bright,
Miss Brown, who helped us get things right,
And **Miss Searby**, always near,
Helping us learn throughout the year.

5 With all these teachers by our side,
We learnt with confidence and pride.

6 We explored **biomes**—hot, cold, wet and dry,
From deserts below to forests up high.

7 We travelled through **Asia**, climbed mountains tall,
Heard volcanoes rumble, felt earthquakes call.

8 We studied **natural resources**—the things the Earth grows, Learning how the world works and
everything it shows.

9 We met the **Anglo Saxons**, brave and bold,
And the **Scots**, whose stories are centuries old.

10 We journeyed to **Early Islamic Civilisation**,
A world of knowledge, art, and innovation.

Tuesday 7th July

Reading – Celebration

Poem

-Teacher reads

-Echo Read – teacher
reads a verse and class
repeat

11 History taught us how people lived before,
And how their stories open every door.

12 We learnt how plants and animals grow,
Their **lifecycles** moving fast and slow.

13 We studied **reproduction**, how life begins,
From tiny seeds to creatures with fins.

14 We explored the **Earth, sun and moon** above,
And forces that push, pull, lift and shove.

15 We tested **materials**, watched reactions start,
And learnt how humans grow, body and heart.

16 We ran through the jungle in **Running Wild**,
And called to the ocean in **The Shark Caller**, wild.

17 We galloped with **The Highwayman**, bold and
brave,
And followed a pebble through time in **Pebble in My
Pocket**, wave by wave.

18 We rocketed through space in **Cosmic**, bright,
And wandered through time in **Tom's Midnight
Garden**, night after night.

19 And we explored a silent world in **The
Arrival**,
A picture book journey of hope and survival.

20 These stories shaped our reading year,
Filled with wonder, joy, and cheer.

21 We mastered the **column method**,
multiplying with pride,
Numbers stacked neatly side by side.

22 We added and subtracted **fractions** too,
Finding the answers—yes, we knew!

23 Maths helped us grow our confidence
strong,
Step by step, we moved along.

24 Our writing is **neat**, our letters **joined**,
Every sentence carefully coined.

25 We've matured, we've grown, we've learnt
so much,
With teamwork, kindness, care and such.

Tuesday 7th July
Reading – Celebration
Poem

-Teacher reads

-Echo Read – teacher
reads a verse and class
repeat

All (big voices):

Now Year 5 is nearly done,
We've worked so hard, we've had such fun!
We're ready now—our future's bright,
Year 6 is calling, shining light.

We're ready to lead, ready to try,
Ready to spread our wings and fly.

Year 5 has been a brilliant mix—
Now watch us soar... **HERE COMES YEAR
6!**

8.7.26

TBAT- convert fractions, decimals and percentages.

3 in 3

Challenge: True or false?

1) $15.8 + 456 =$

$2/5$ of 345 < $4/10$ of 690

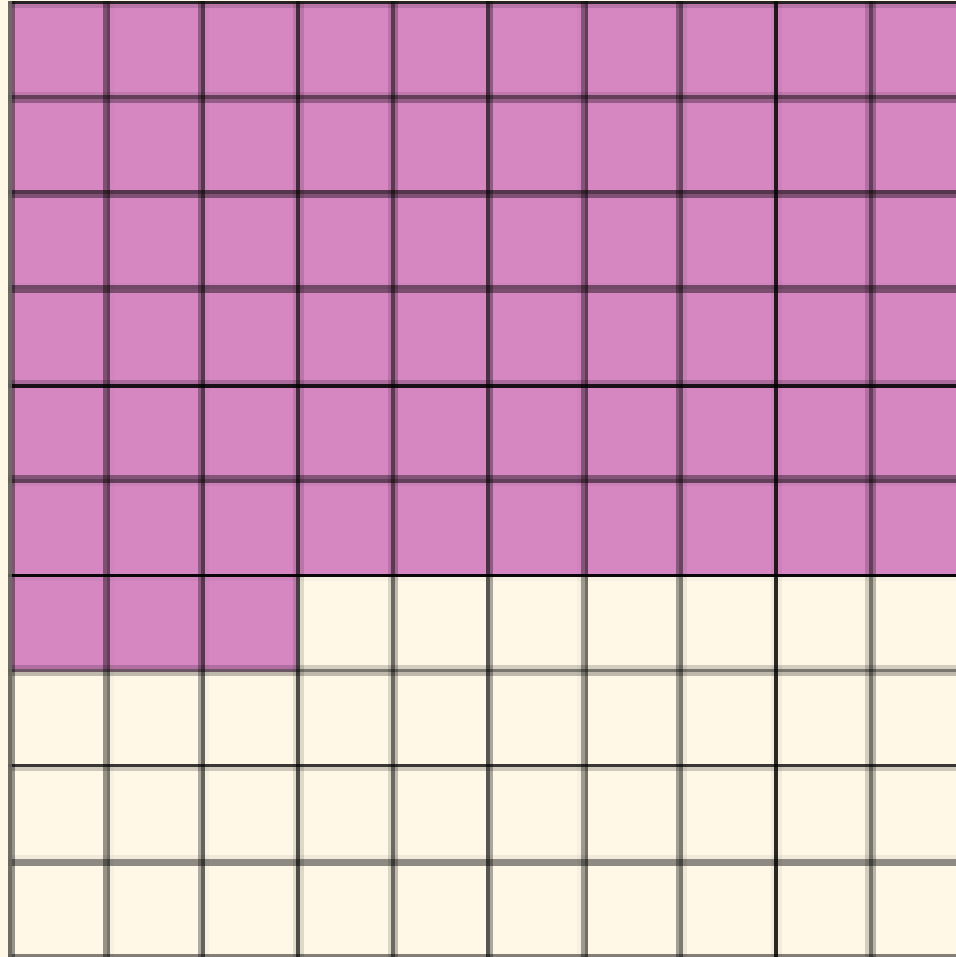
2) $5/6 + 1/3 =$

3) $4/5 \times 3 =$

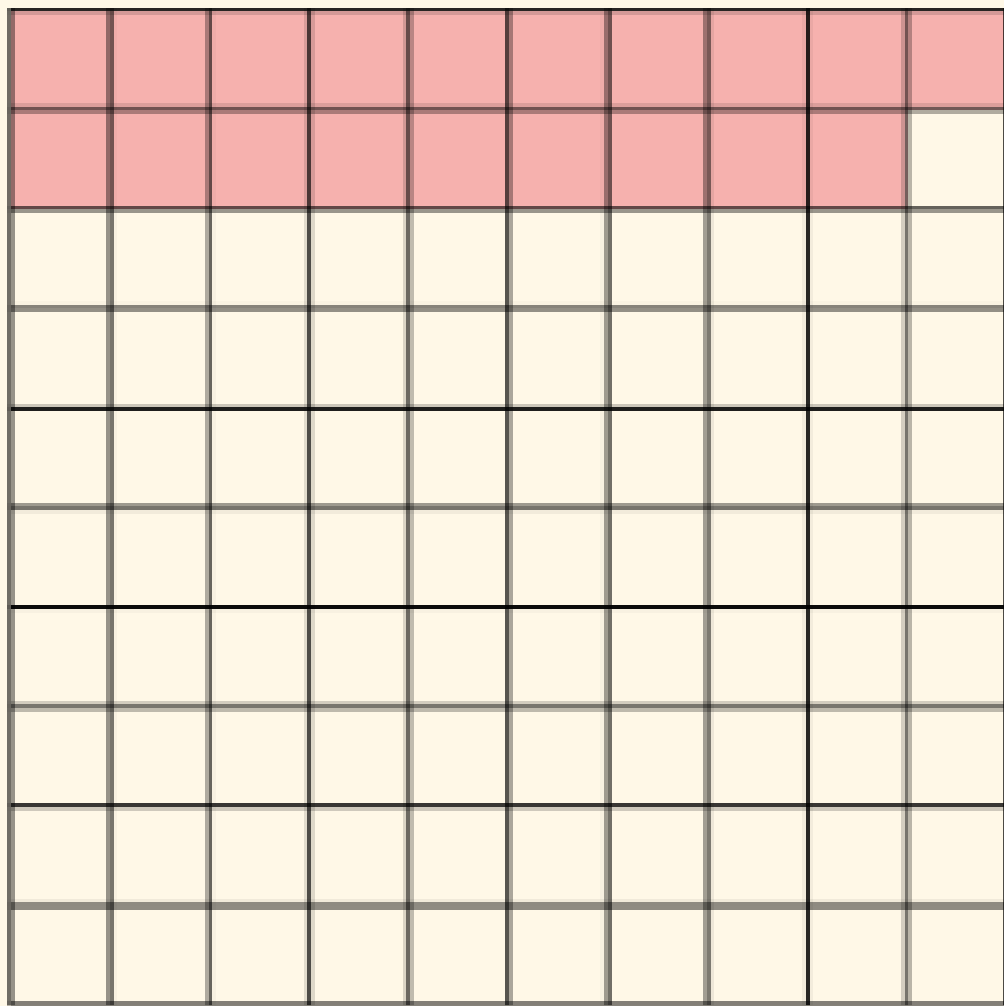
Daily 10 - Mental Maths Challenge - Topmarks

'Per cent' means out of every hundred.

How many
squares are
coloured
in?



Talk partners:



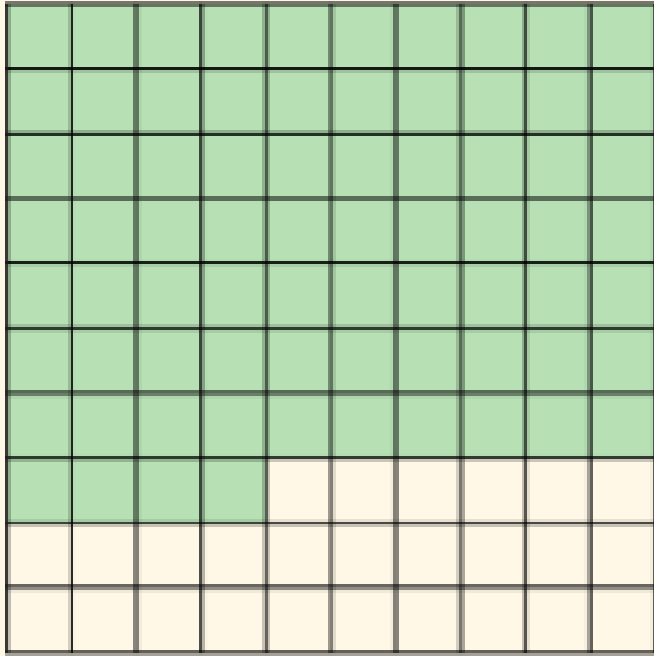
squares out of 100

%

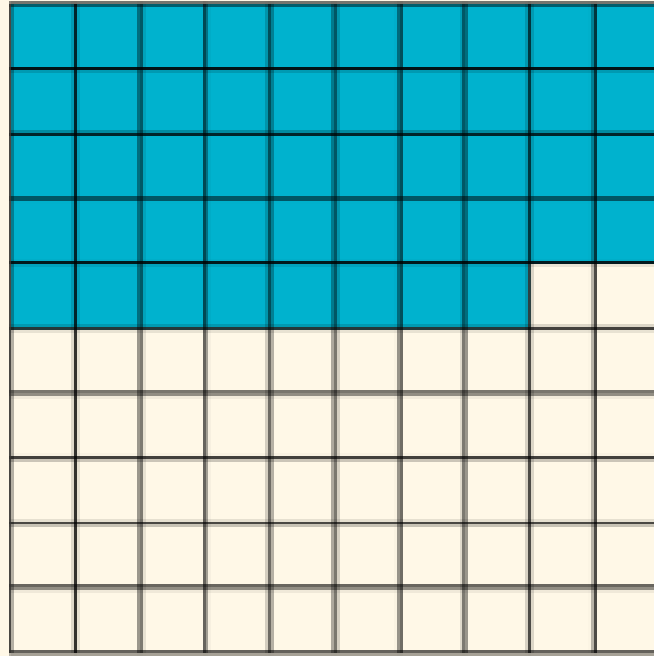
100

as a decimal.

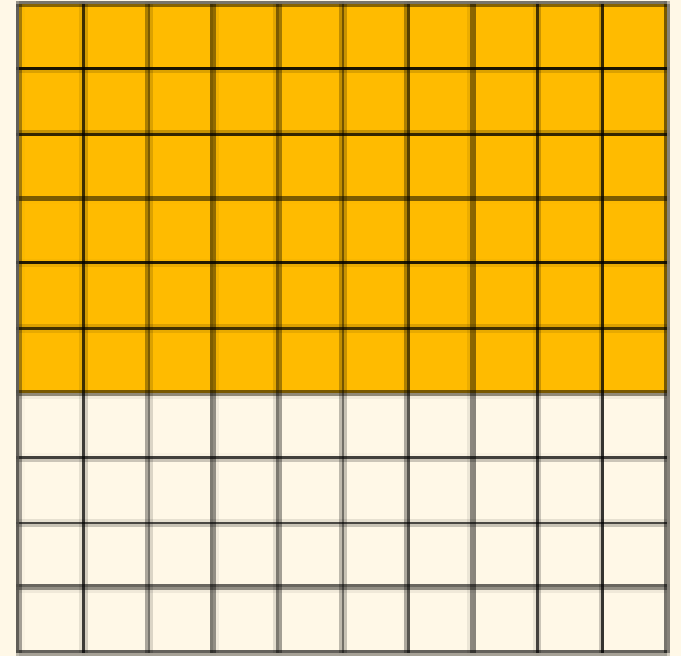
Whiteboard work:



$$\frac{60}{100}$$



$$0.74$$



$$\frac{48}{100}$$

Now write the answer as a decimal and percentage equivalent.

Class Work:

How would we convert these fractions to decimals and percentages?

$$\frac{84}{100}$$

$$\frac{68}{200}$$

'Per cent' means out of every hundred.

Whiteboard work:

Blue

$$\frac{300}{500} = \frac{\boxed{}}{\underline{100}} = \boxed{} \% = \boxed{}$$

Green

$$\frac{14}{50} = \frac{\boxed{}}{\underline{100}} = \boxed{} \% = \boxed{}$$

Three children are completing a sponsored silence for 400 minutes over a two week period. They have each completed a different proportion of their minutes. Danny says,



Isabella has completed three hundred and twenty minutes of her sponsored silence.



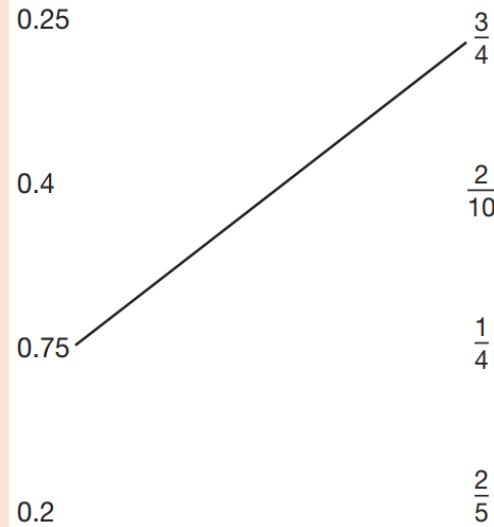
I think Gill has completed the smallest percentage of her sponsored silence minutes. Isabella has completed 80% of her time, Frankie has completed 60% of his, but Gill has only completed 25%.

Is Danny correct? Convince me.

Frankie has completed 0.6 of his minutes.

Gill has 25% of her minutes left to complete.

Independent:



A. $\frac{64}{200} = \square = 32\%$

B. $\square = 0.24 = 24\%$

C. $\frac{36}{100} = 0.36 = \square$

Convert and write in descending order.

0.7 $\frac{72}{100}$ $\frac{148}{200}$ $\frac{75}{300}$ 0.75

A. $\frac{36}{300}$

0.65

42%

B. $\frac{65}{100}$

0.42

65%

C. $\frac{84}{200}$

0.12

12%

6a. Steph and Gabriel are converting fractions and decimals into percentages.



Steph

0.07 as a percentage is 70%.

$\frac{70}{100}$

as a percentage is 70%.



Gabriel

Who is correct?
Explain how you know.

Challenge:

$$\frac{\boxed{}}{200} = \boxed{} = 62\%$$

$$\frac{\boxed{}}{50} = 0.54 = \boxed{}$$

$$\frac{14}{20} = \boxed{} = \boxed{}$$

Mastery

7a. There are 30 chocolate bars in one box and 20 in the other.

Bill's Shop sells $\frac{5}{25}$ of the bars. Jack's Store sells 50% of the bars.



How many does each owner sell?

How many are left to sell?

What percentage is this?

Wednesday 8th July

TBAT: Describe the character's life in a new city, using effective vocabulary.

3 in 3

1. Add a comma after the fronted adverbial:
As the city came into view I held my breath.
2. Replace the underlined word with a stronger adjective:
The streets looked busy.
3. Add a cohesive device to link the ideas:
I stepped off the boat. _____, I noticed the strange buildings towering above me.
(Choose: later on, meanwhile, as the minutes passed)

Wednesday 8th July

TBAT: Describe the character's life in a new city, using effective vocabulary.

Relative Clauses - match the relative clause to the main clause.

- The passengers, _____, whispered nervously. **which groaned with every wave**
- The boat, _____, felt unsafe. **who were packed tightly together,**
- I held my suitcase, _____, **that contained everything I owned**

Wednesday 8th July

TBAT: Describe the character's life in a new city, using effective vocabulary.

Partner talk:

What is a cohesive device?

Clue

- Later that day,
- Meanwhile,
- As the hours passed,
- After a short while,
- In the distance,
- With growing curiosity,
- Because of this,
- As a result,

Wednesday 8th July

TBAT: Describe the character's life in a new city, using effective vocabulary.

Partner Talk:

Complete the main clauses to the following fronted adverbials:

As I stepped into the city, I...

With my heart pounding, I noticed...

Later that morning, I felt...

In the crowded streets, I saw...

Wednesday 8th July

TBAT: Describe the character's life in a new city, using effective vocabulary.

Spot the cohesive devices:

As the boat drifted into the harbour, I felt a mixture of fear and curiosity twisting inside me. In the distance, strange buildings rose like giants, covered in symbols I couldn't understand. Crowds of people hurried past, their voices blending into a loud, overwhelming hum. Meanwhile, I clutched my suitcase, hoping someone might offer reassurance in this unfamiliar place. The city, which buzzed with unfamiliar sounds, made me feel small and uncertain, yet a tiny spark of hope flickered as I stepped onto the busy streets.

Wednesday 8th July

TBAT: Describe the character's life in a new city, using effective vocabulary.

Spot the relative clause:

Later that week, I began to understand the rhythm of the city. A kind neighbour, who noticed my confusion, showed me where to buy food and how to read the strange signs. As the days passed, I learnt new words and found a small job that gave me a sense of responsibility and belonging. The city, once frightening, slowly became a place of comfort. Because of this, my confidence grew, and I started to believe that this new life could truly become my home.

Wednesday 8th July

TBAT: Describe the character's life in a new city, using effective vocabulary.

Paragraphs 3 and 4:

What to include:

- Thoughts and feelings about arriving
- Description of the new city
- Fronted adverbials
- Cohesive devices
- Vocabulary showing emotion
- First-person viewpoint
- How life begins to change
- Who helps the character settle in
- What the character learns

Sentence starters:

As I arrived in the city,

With uncertainty swirling inside me,

In the crowded streets,

Later that day,

As the days passed,

Because of this,

Music

- Give it all you've got

[Give It All You Got\(Lyrics\)](#)

Tuesday 23rd June

Q: What are economic minerals and where can they be found?

1 Approximately what percentage of the Earth's energy comes from renewable resources? Tick **1** correct answer

☐ 20%

☐ 40%

☐ 90%

2 Which are these examples of renewable energy? Tick **3** correct answers

☐

wind turbine

☐

geothermal energy

☐

coal

☐

tidal power

3 Which of these products are grown, not reared? Tick **2** correct answers

☐ tomatoes

☐ cows

☐ wheat

☐ chickens

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Keywords

extraction

Extraction is the process of removing something, like minerals, especially by force.

mining

Mining is the process of digging under the ground to remove natural resources.

quarrying

Quarrying is digging into the surface of the ground to remove things like rock or sand for use.

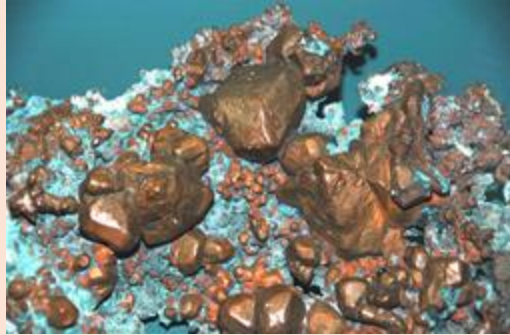


Economic minerals are useful or valuable solid substances found naturally in Earth's crust. There are thousands of different types of economic minerals in the world.

Can you think of any economic minerals?



gold



copper



iron

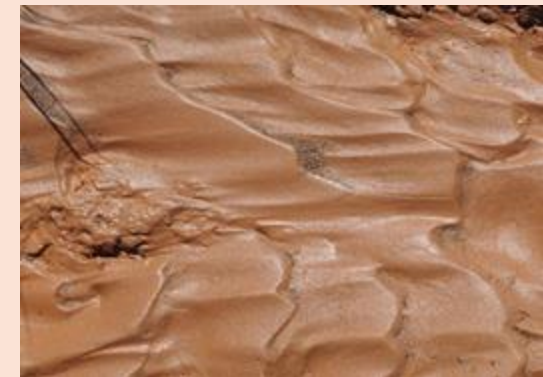
Metallic minerals



quartz



sand



clay

Non-metallic minerals

Find the minerals from the images below.



water



quartz



wool



gold



fire



clay

Metallic minerals have a range of uses.



jewellery



construction



transport vehicles



cutlery



tools



coins

Non-metallic minerals have a range of uses too.



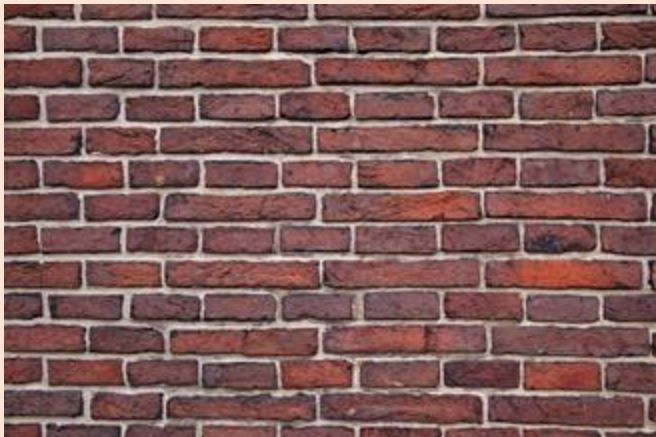
computer chips (quartz)



windows (sand)



toothpaste (fluoride)



bricks (clay)



ceramics (clay)



electronics (quartz and feldspar)

Look around your classroom, what can you see that is made from minerals?

copper used in
the wiring

quartz used in
the bulb



lamp

sand (silica) used in
glass bulb

metal or clay used
in the base

Match the minerals to their uses. Some may fit more than one.

copper



clay



quartz



iron



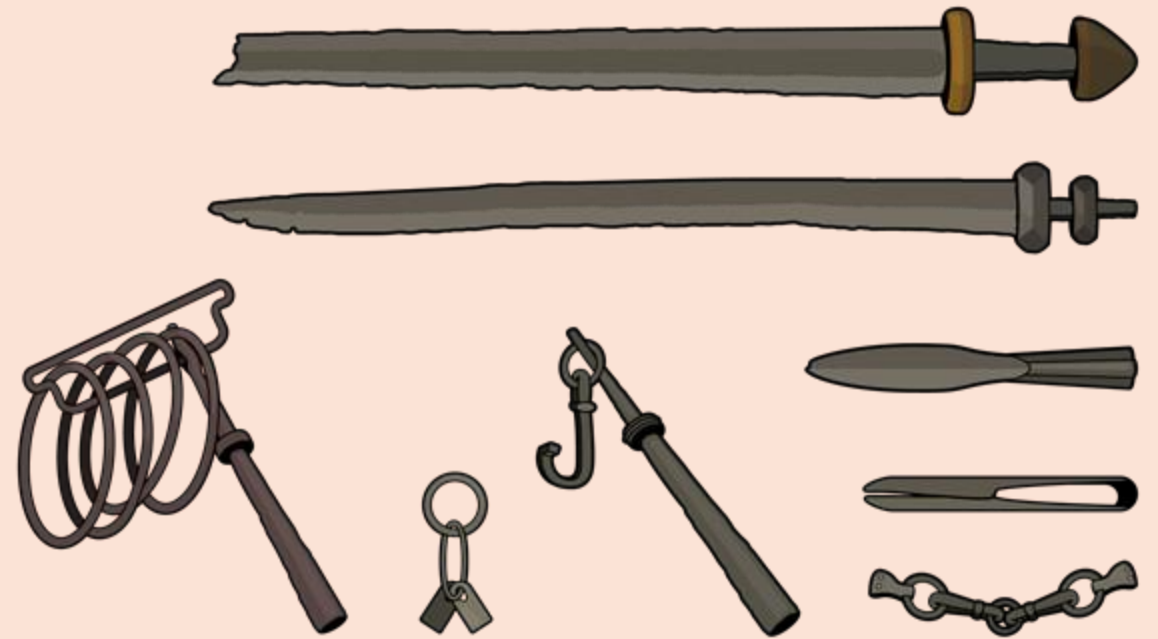
sand



Iron

Iron is the second most common metal found in Earth's crust and has been an important metal since ancient times.

The Iron Age period in history was when people began making tools and weapons out of iron and steel. Steel is a mixture of iron and carbon and is stronger than iron.



Iron Age weapons and tools

What uses of iron and steel can you think of?



Apart from tools and weapons, iron and steel can also be used for building roads, railways and bridges.



Andeep

water pipes



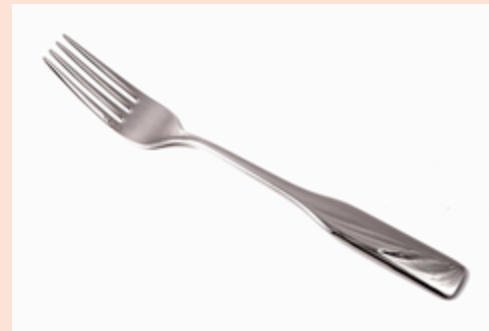
stadiums and
skyscrapers



Iron and steel



stainless steel -
cutlery and
hospital
equipment



True or false?

Iron and steel can only be used for building railway tracks.

T True

F False ✓

Justify your answer

- a** Iron and steel have multiple uses, including making tools, building stadiums and bridges and for hospital equipment. ✓
- b** Iron and steel are not used for building railway tracks.



1) Fill in the blanks.

Minerals are useful or _____ solid substances found _____ in Earth's _____. Minerals can be split into two categories: _____ minerals and _____ minerals.

Valuable Crust Naturally Metallic Non-metallic

2) List the names of 2 metallic and 2 non-metallic minerals.

	Metallic minerals	Non-metallic minerals
	1.	1.
	2.	2.

- 3) Choose one of your metallic minerals and one of your non-metallic minerals and state how they are used in everyday objects.

- 4) Explain why iron has been an important metal since ancient times.

1) Fill in the blanks.

Minerals are useful or valuable solid substances found naturally in Earth's crust. Minerals can be split into two categories: metallic minerals and non-metallic minerals.

2) List the names of 2 metallic and 2 non-metallic minerals. You may have chosen some of the below minerals.

Metallic minerals	Non-metallic minerals
1. iron 2. copper 3. gold	1. quartz 2. sand 3. clay

3) Choose one of your metallic minerals and one of your non-metallic minerals and state how they are used in everyday objects. You may have included some of these points in your answer.

Copper - can be used in wiring and piping.

Clay - can be used to make tiles and ceramics such as pots and vases.

4) Explain why iron has been an important metal since ancient times. You may have included some of these points in your answer.

Iron was important originally as it was used to make weapons and tools such as hammers and scythes. Nowadays it is very important when it is made into steel and used to build railways, stadiums, pipes and for medical equipment.

Economic minerals are **extracted** from Earth all around the world. Typically, minerals are removed from under the ground using force such as explosions, digging and hammering.



There are two main ways of **extracting** minerals from Earth's surface:



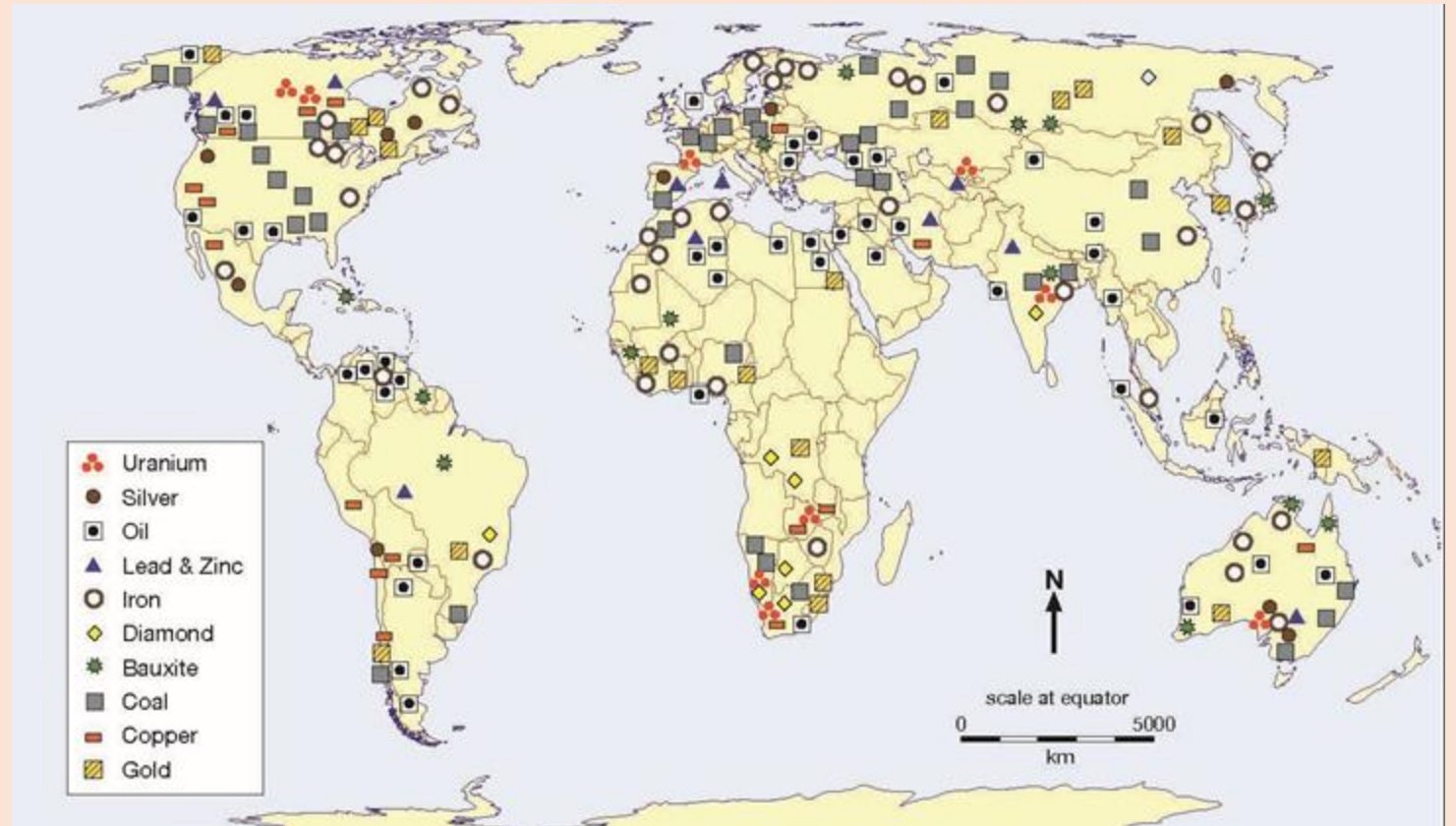
mining



quarrying

Mining

Mining is the process of digging deep under the ground to remove natural resources; it may be on the land, or in oceans and lakes.



Mining

During underground **mining**, tunnels are blasted deep into the earth and rock to reach the minerals, which are mixed with other unwanted rocks and minerals. The mix of rock and minerals is taken away from the mine to be cleaned and processed.



Quarrying

Quarrying is when a hole or pit in the surface of the ground is made to remove natural resources such as minerals. It is typically used to remove non-metallic rock and minerals (such as sand and clay) from shallow, open pits and holes.



A main difference between a quarry and a mine is that a mine is usually underground, whereas a quarry does not have a roof. In the UK, there are over 2000 active, working mines and quarry sites.



Look at the pictures below. Identify which are quarries and which are mines.

mines

quarries



The **extraction** of economic minerals can leave large environmental impacts on the local landscapes.

1. Mine dumps Waste
left behind after valuable
minerals have been **extracted**
can often be radioactive, toxic or
acidic. They may contain dust
particles that can affect the local
air quality.



2. Deforestation

The creation of mines requires a large area of land. There will often have been natural habitats such as forests on the land. When these are cleared for the the mine, the landscape can be damaged, and habitat is lost for animals and other living things.



3. Water pollution

Some mines release **mining** waste into nearby river systems.

Dangerous chemicals can end up in a range of ecosystems and harm fish. Humans may also drink this contaminated water or eat the fish.



Mines and quarries can bring a range of problems to a local area, such as:

a

extracting valuable minerals from Earth's surface

b

less jobs for locals

c

mine dumps, deforestation and water pollution



Mining and quarrying can also bring positive impacts to a local area.

1. Jobs

Mining and quarrying sites create jobs for the local community. There may also be construction jobs, such as building roads to the mine or quarry.



2. Improves infrastructure

Mining companies may spend money on improving local road networks, as well as phone networks and electricity and water systems. They may also spend money on building new schools and hospitals.



True or false?

Quarries and mines only bring negative impacts to the local community.

T True

F False ✓

Justify your answer

a Quarries and mines can bring more jobs and improved infrastructure to a local community.



b Quarries and mines don't bring any negative impacts to the local community.

Task B

Extraction of economic minerals

INDEPENDENT



Imagine a company has found valuable minerals
quarry or mine.

near your school and wants to set up a new

Create a poster to inform local residents of the possible positive and negative impacts to the local
community.



Your poster may have included some of the following points.

Positives



Jobs

Mines and quarries will bring more jobs to our local area.

This means some

families in our local community will have more money.

Local Infrastructure

Our roads and local power supplies, as well as water supplies could improve.



The **mining** company may also invest in building a new school or hospital.

Negatives



Deforestation

It is likely that some of our local habitats and ecosystems will suffer as

trees may get cut down to make space for the mine.

Mine Dumps

There may be some toxic and harmful waste which can affect local air quality



Rehearsal for
end of year
assembly.

