Monday 14th September
Morning challenge

Grammar, Punctuation & Spelling Test One

1. Circle all the **prepositions** in the sentence below.

When it started raining, Ryan stood under a bus shelter but the lorries that were on the road splashed him.

1 mark

2. Complete the sentences below, writing the verb in the simple **past tense**.

He _____ a pen but he _____ his pencil.

has **forget**

1 mark

3. Add **tial** or **cial** so that each word is spelt correctly.

fa_____ poten_____

par_____ offi_____

1 mark

4. Tick the sentence which uses **brackets** correctly.

	Tick **one**
The man (a nurse at the local hospital was late) for work.	☐
The man a nurse (at the local hospital) was late for work.	☐
The man (a nurse at the local hospital) was late for work.	☐
The man a nurse at the local hospital (was late for work).	☐

1 mark

5. Label each sentence to show whether it is a **command (C)**, a **question (Q)** or a **statement (S)**.

Sentence	Sentence type
Going abroad on holiday is expensive	
Go into town and book a holiday	
Going to visit new places is fun, isn't it	

1 mark

Read your book and quiz if you need to.

14.9.26

TBAT- use mental methods to solve problems.

3 in 3

1) 8, 300 + 201=

2) 4 x ? = 20

3) < >

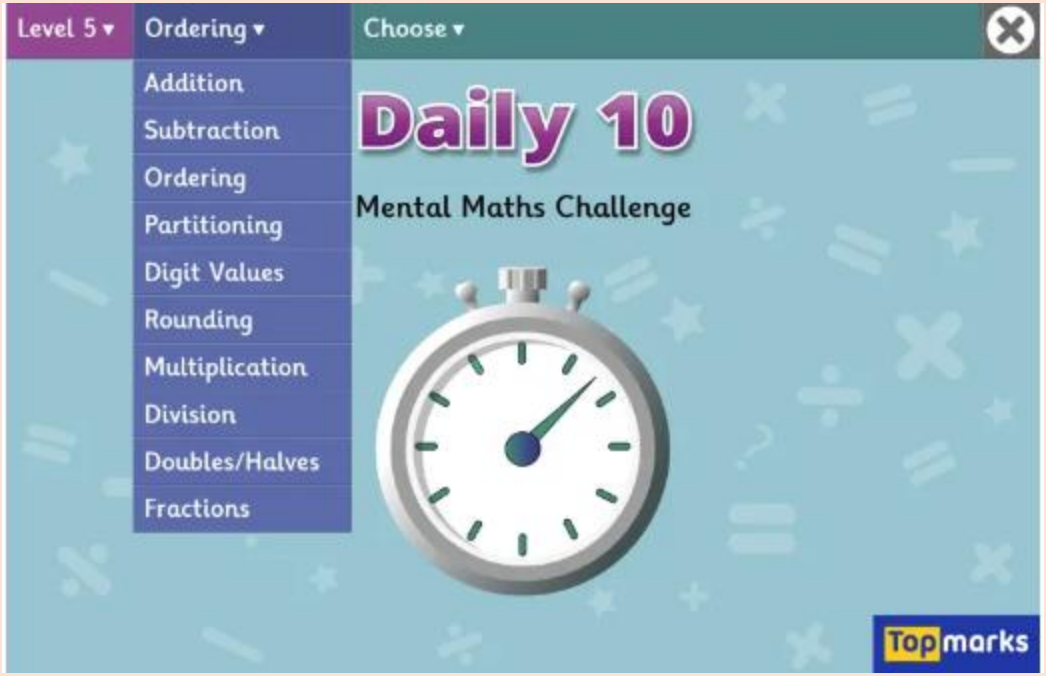
3, 460 3, 060 0.87 0.087

Challenge: Order these numbers in **ascending** order:

0.8 0.78 0.09 0.82 0.809

Daily 10

x 8s



[Daily 10 - Mental Maths Challenge - Topmarks]

Talk partners: Decide which of the following problems would be solved mentally or using a formal written method.

Mental Method	Formal Written Method

1)456 - 782 =

2)60 - 50 =

3)45 + 75 =

4)8, 200 + 650 =

5) 34, 726 + 152, 827 =

6) 0.56 + 3.279 =

7) 4.5 - 1.3 =

8) 138 + 201 =

Blue

75 + 32 =

Green

38 + 58 =

Number line or partitioning?

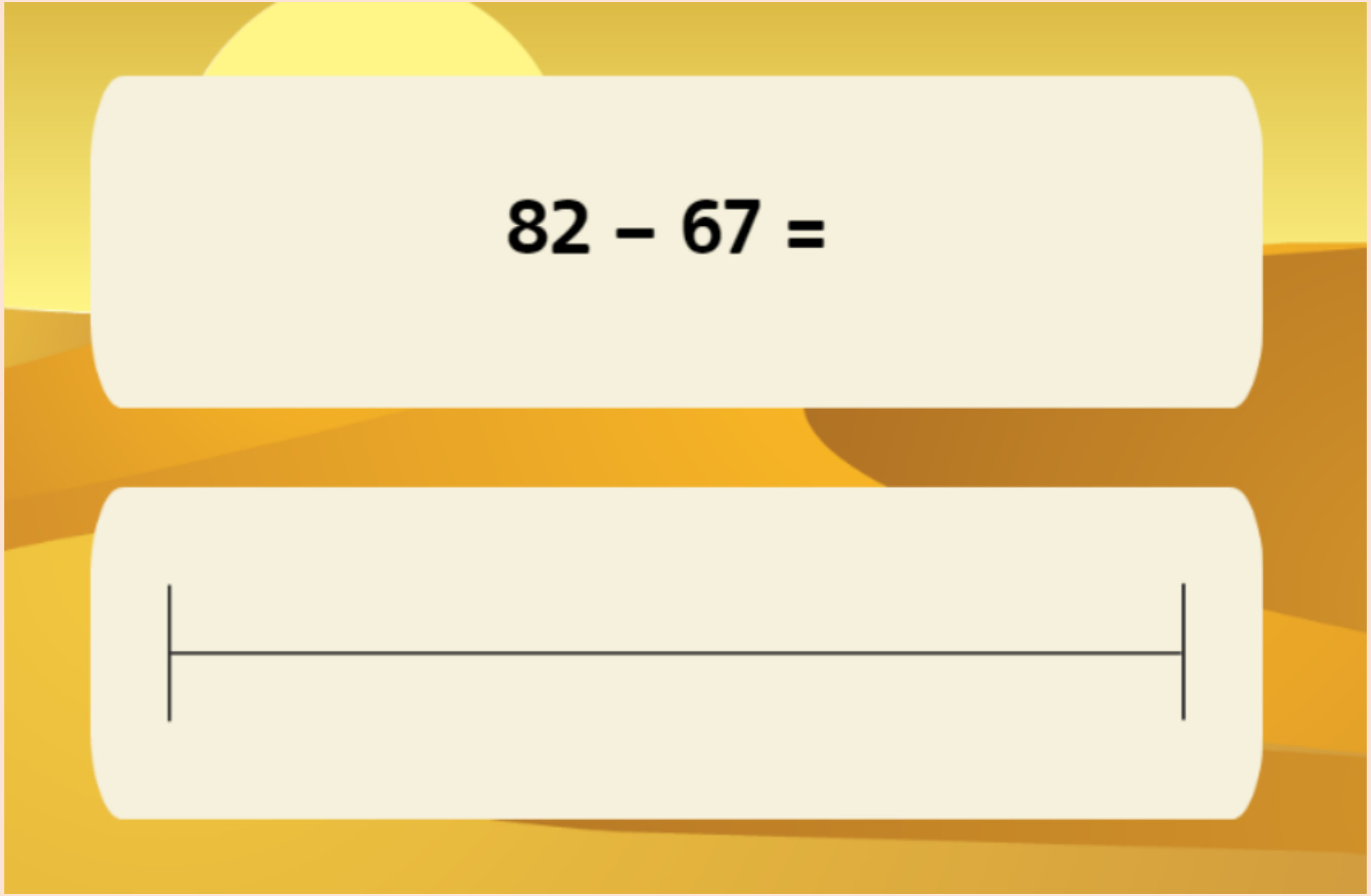
Ch: Don't forget to do the inverse to check your answers.

Mental Methods: Partitioning and number line

Talk partners: Partitioning or number line? Why?

$$86 - 45 =$$

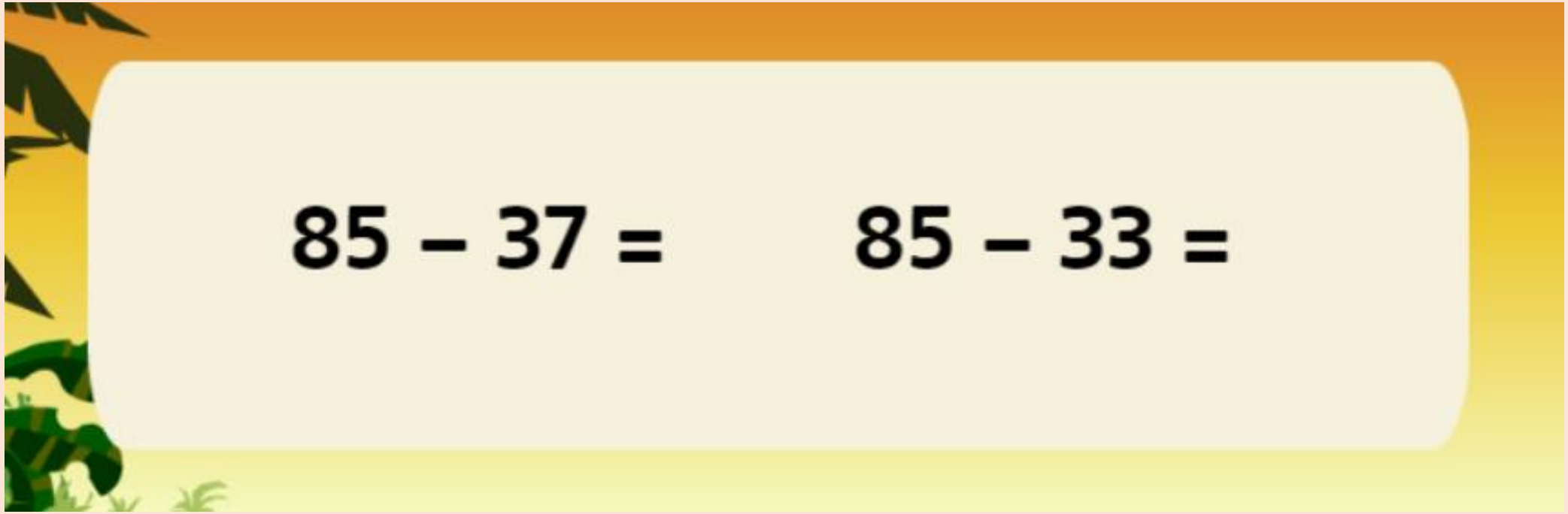
Why would we use a number line instead of partitioning to solve this problem?



Partitioning or number line?

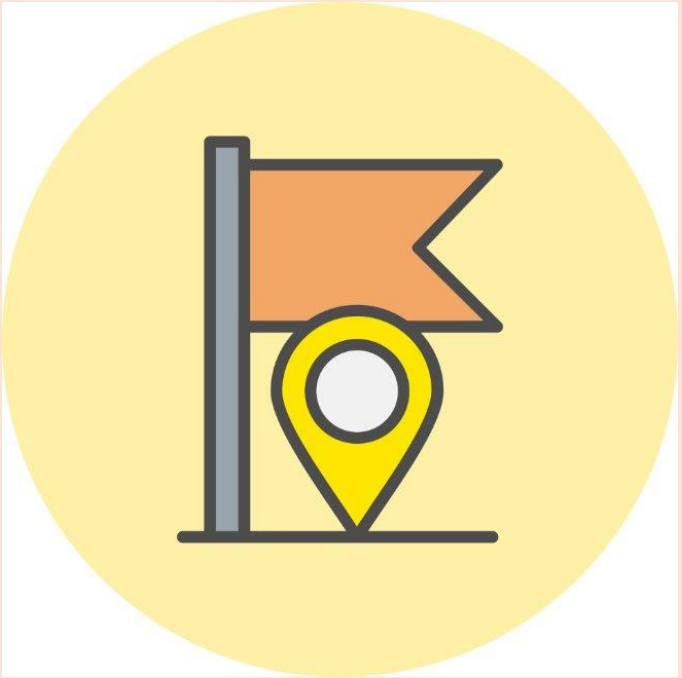
Blue

Green



Challenge: Explain why you selected the method that you used.

Checkpoint Question



Answer on your whiteboards

87 – 49 =

A) 36

B) 48

C) 38

D) 35

Task: Select partitioning or number line and solve the problem. Check the answer using the inverse.

1. $77 + 59 = \square$
2. $94 - 67 = \square$
3. $62 - 28 = \square$
4. $86 + 79 = \square$
5. $87 - \blacksquare = 58$

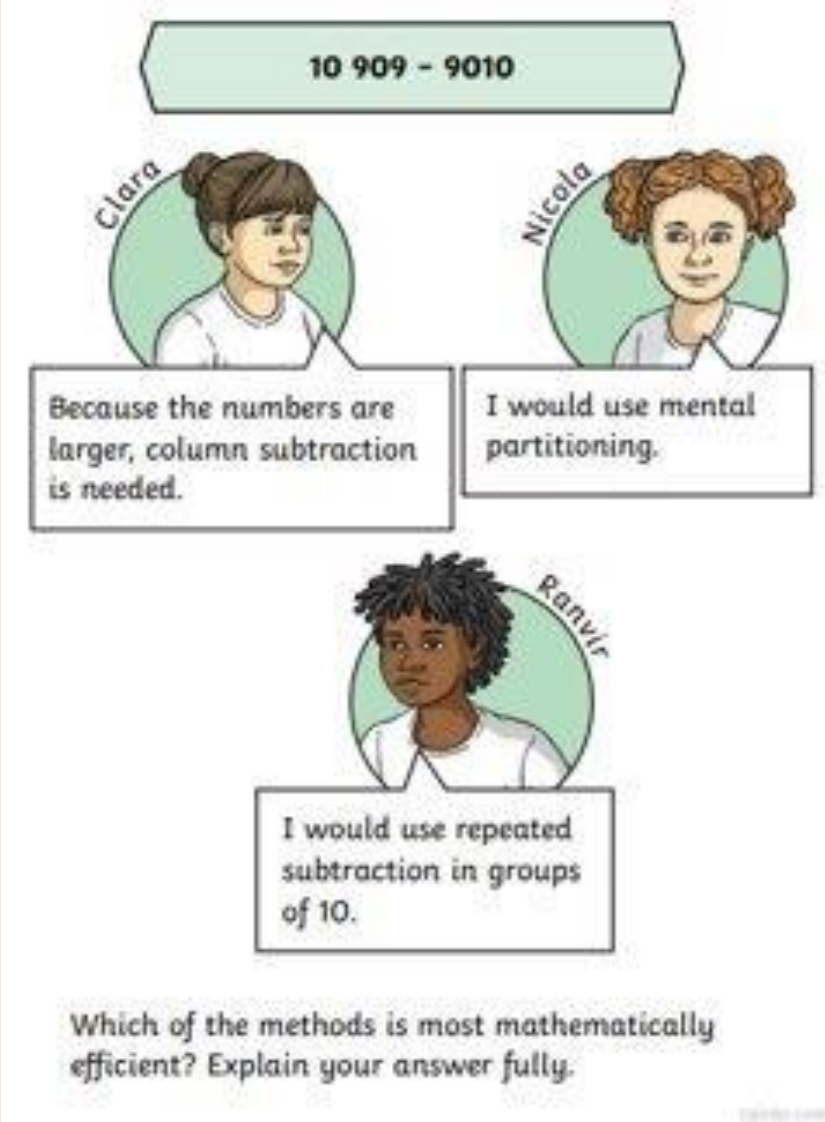
What number is 83 more than 47?

Lena is 67 years younger than her grandma. How old would her grandma be when Lena is 28?

Hassan does a survey of birds. He sees 117 birds in the morning and 68 in the afternoon. How many more did he see in the morning than in the afternoon?

Jo puts 364 g of flour, 48 g of sugar and 75 g of butter into a bowl and mixes it. What is the mass of the mixture?

Challenge:



Mastery: Write three number sentences for the addition of two 2-digit numbers to get the answer 147.

Mastery with GD:

Harvey is stuck when doing his homework.
He is mentally calculating 145 600 – 4099.
He wants to partition the smaller number and subtract each partitioned value.
Harvey attempts this and writes the answer 141 500.

What mistake has Harvey made and what should he have done instead?

Monday 14th September

Words that sound like –shuhs spelt with –tious or –ious

ambitious
cautious
fictitious
infectious
nutritious
contentious
superstitious
pretentious
anxious
obnoxious

Last week, we looked at what kind of word endings?

Can you still spell these words?

spacious

malicious

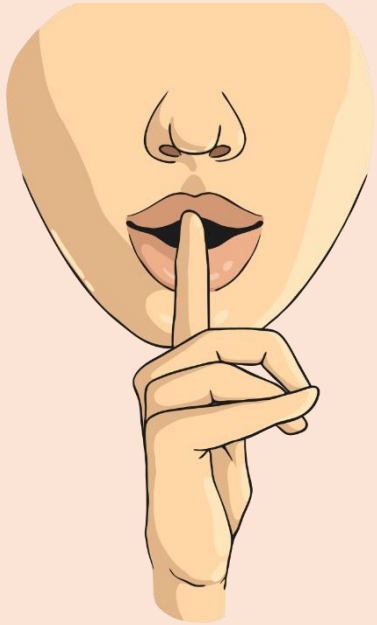
delicious

ferocious

What sound did the ‘cious’ make?

They all made a /shus/ sound.

Put your finger to your lips and say /shus/.



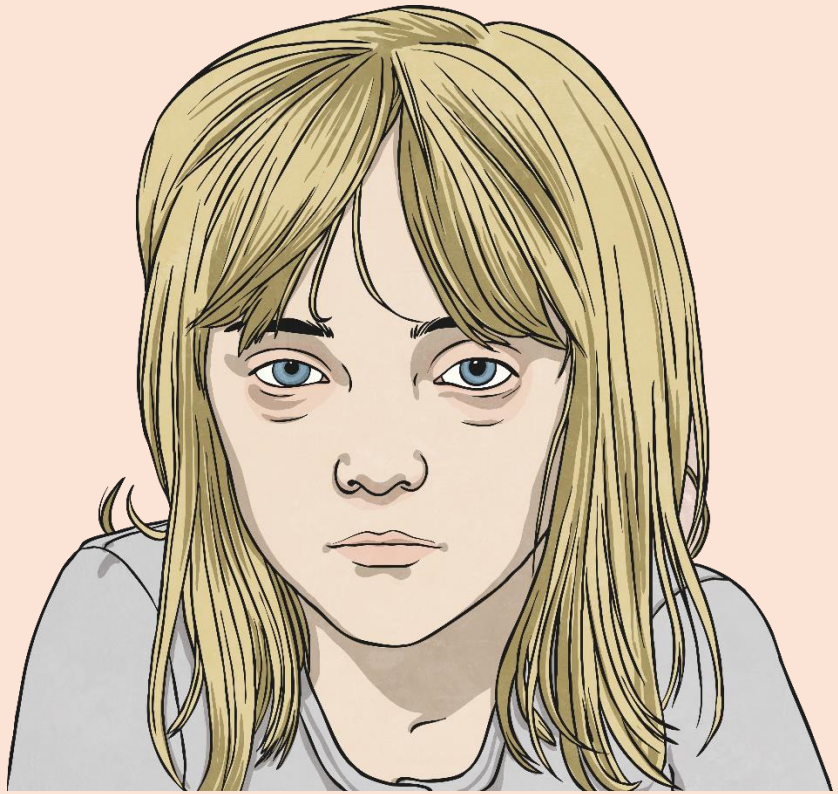
This week, we are going to look at two more ways of making the same sound:

-tious or -ious

Which -tious or -ious word do you think fits in this sentence?

Jenna’s mum tried hard to make him a healthy and n _____ ıch.

Which -tious or -ious word do you think fits in this sentence?



To be on the safe side, Stacey wasn't going to the party as her cold might still be infect _____

Monday 14th September

TBAT: retrieve information from the text and make predictions.

3 in 3

When a British soldier dies during a war, many people work together to honour their service and sacrifice. The soldier's family is often sent messages of sympathy and may receive medals that recognise the soldier's bravery and dedication. Some soldiers are buried in military cemeteries, where their graves are carefully looked after. Others are remembered on war memorials, where their names are engraved so that future generations can learn about them. Every year on Remembrance Day, people across the United Kingdom wear red poppies and observe a two-minute silence to show respect for the men and women who lost their lives while serving their country. These acts of remembrance help to ensure that their courage and commitment are never forgotten.

1. What are two ways a soldier's family may be honoured after their death?
2. Why are soldiers' names engraved on war memorials?
3. What happens on Remembrance Day to show respect for soldiers who died?

CH: The text says that acts of remembrance help ensure soldiers are never forgotten. What does this mean, and why might it be important for future generations? Explain your answer using evidence from the text and your own ideas.

Monday 14th September

TBAT: retrieve information from the text and make predictions.

Words/phrases we will find in the text

Regiment - a large military unit of ground forces, usually commanded by a colonel and made up of multiple battalions or smaller groups.

Borne - is the past participle of the verb "to bear," meaning carried, transported, endured, or supported.

A piper played a lament - a sombre, mournful piece of music played on the bagpipes, historically rooted in Scottish military and Highland traditions.

Berets - a soft, round, flat hat made of wool, felt, or cotton that has no brim or visor.

Anorak - a waterproof, hooded jacket.

Suppress - to put an end to, hold back, or keep something hidden by using force, authority, or conscious control.

Monday 14th September
TBAT: retrieve information from the text and make predictions.

Multiple choice questions

1. What helped Will feel better during the funeral?
A. Talking to friends from school
B. Holding Mum's hand and receiving the hand squeezes they understood
C. Listening to the soldiers fire a volley into the air
D. Standing with Grandma and Grandpa

2. Why did Will try to avoid looking at the photograph of Dad?
A. The photograph was damaged.
B. Mum had asked him not to touch it.
C. Looking at it made him feel sad and reminded him of his loss.
D. He wanted to put it away for safekeeping.

3. What news did Mum and Grandma share with Will?
A. He would be moving to a new school permanently.
B. They were going on a holiday abroad.
C. He would be spending some time away to help him recover from his loss, staying on Grandma's farm.
D. Grandpa was coming to live with them.

Monday 14th September

TBAT: retrieve information from the text and make predictions.

Retrieval questions

1. What jobs did grandpa and grandma do after the funeral? (P32)

2. What did the funeral goers have to do to their hats? (P33)

3. How were people speaking in the house after the funeral? (P33)

4. Find and copy a word meaning "a treasured icon"? (P35)

5. How does the reader know that mum "seemed suddenly excited"? What did she do? (P39)

Monday 14th September

TBAT: retrieve information from the text and make predictions.

Prediction

What do you think will happen next? Where are Will and mum going?

Challenge

Using evidence from the text, describe how Will felt after his dad's funeral.

Monday 14th September
Handwriting

ambitious

cautious

fictitious

infectious

nutritious

14.09.26

Outcome

TBAT: describe how systems are made up of different parts that work together.

Keywords

system	a group of parts or components that work together to complete a task or solve a problem
input	something that goes into a system to make it work
process	the steps or actions taken to complete the task
output	the result produced by the system after it processes the input

Lesson outline

Digital systems

- Recognise that systems are built up of parts
- Identify the input, process and output of a system
- Explore how different systems work together

Explanation

What does the word **system** mean?

A **system** is a number of things (parts, components, people) that work together to complete or perform a task.

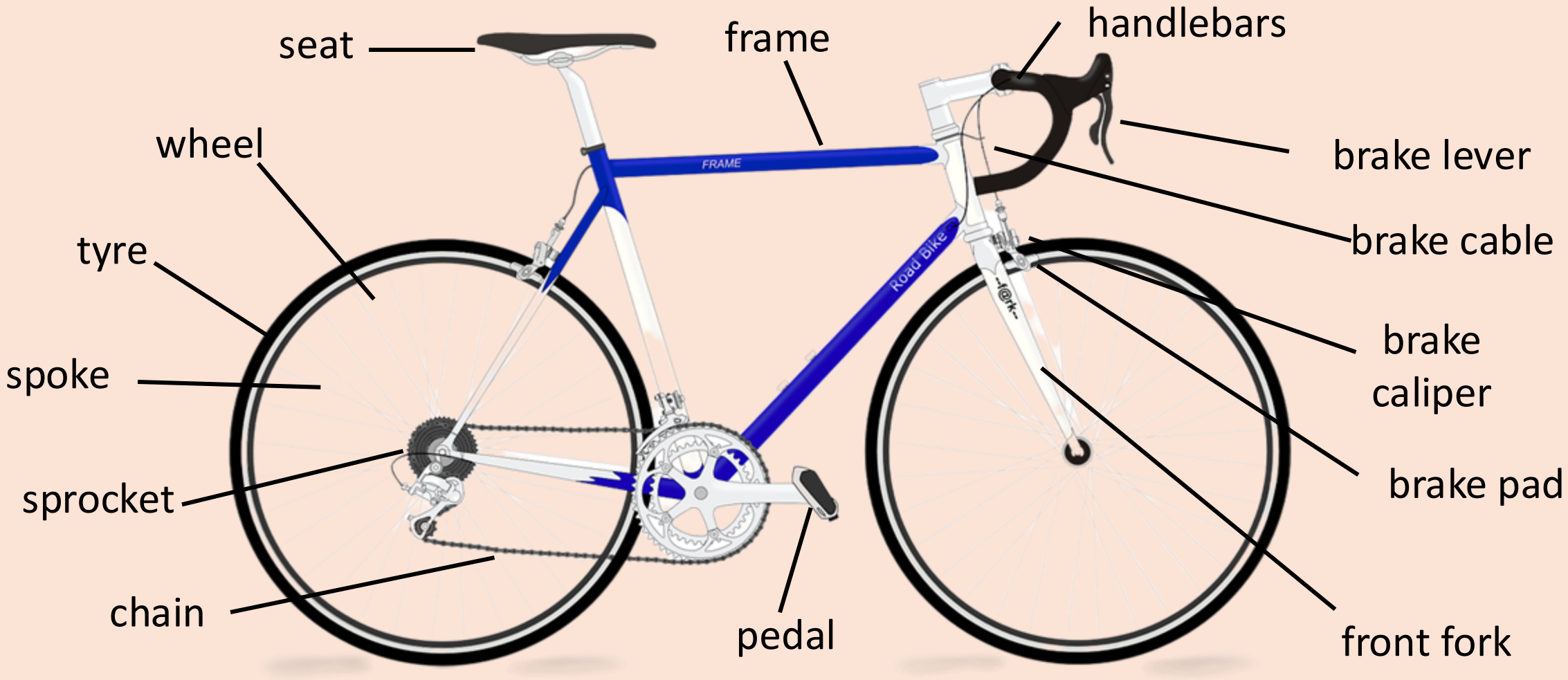
Recognise that systems are built up of parts

Explanation

Can you name any parts of this bicycle?

Recognise that systems are built up of parts

Explanation



The handlebars are connected to the front fork. Moving the handlebars allows the rider to steer the bike. This could be called the steering **system**.

Check

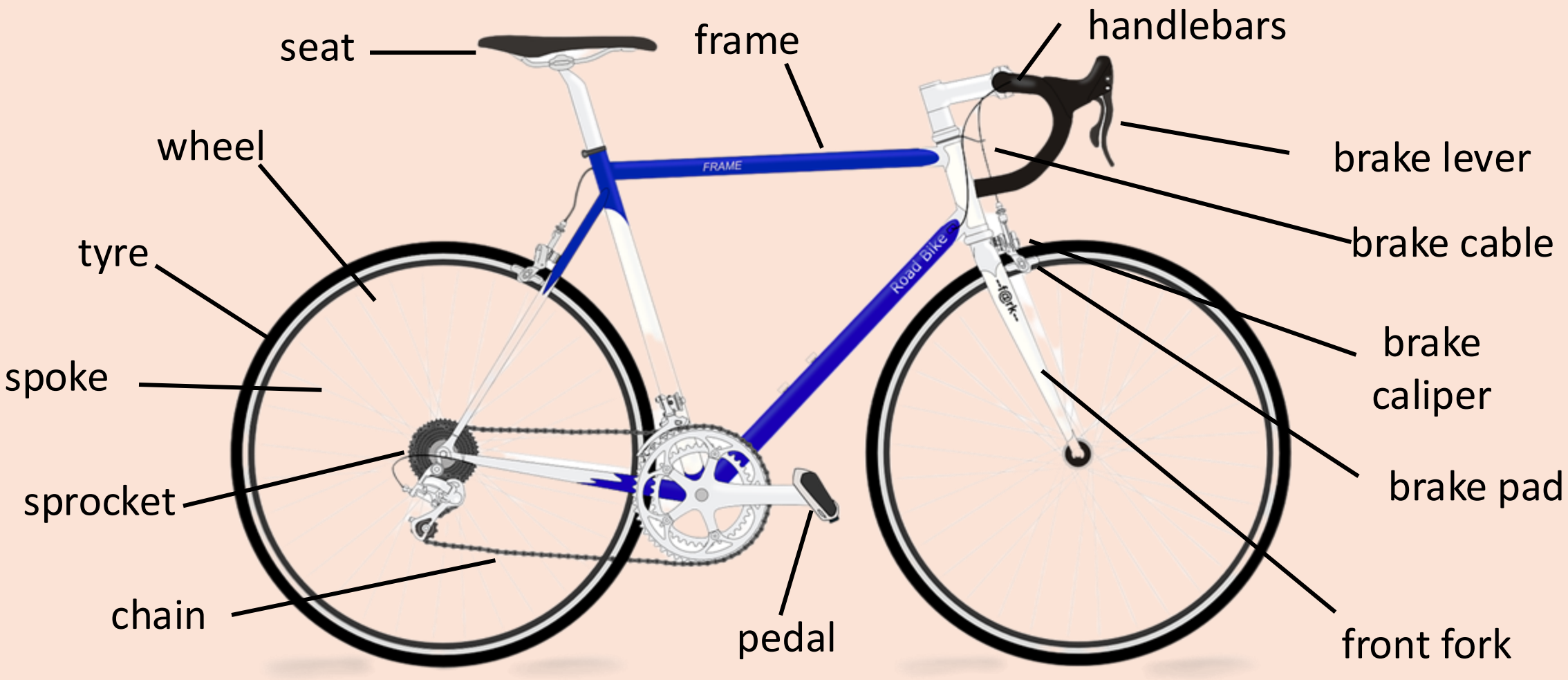
True or false?

A **system** is made up of parts that work together.

T True ✓

F False

Can you describe any other **systems** on this bicycle?



Do you think a bicycle can be described as a **system**?

Yes, a **system** is a number of things (parts, components, people) that work together to complete or perform a task. A bicycle has a number of different **systems**.

Explanation

A **system** is made up of parts. These parts work together to make something happen.
A bicycle has several **systems**:

- brake **system**
- drive **system**
- wheel **system**

Each **system** has smaller parts that work together. This is what makes the bicycle move, stop and work properly.

Task A

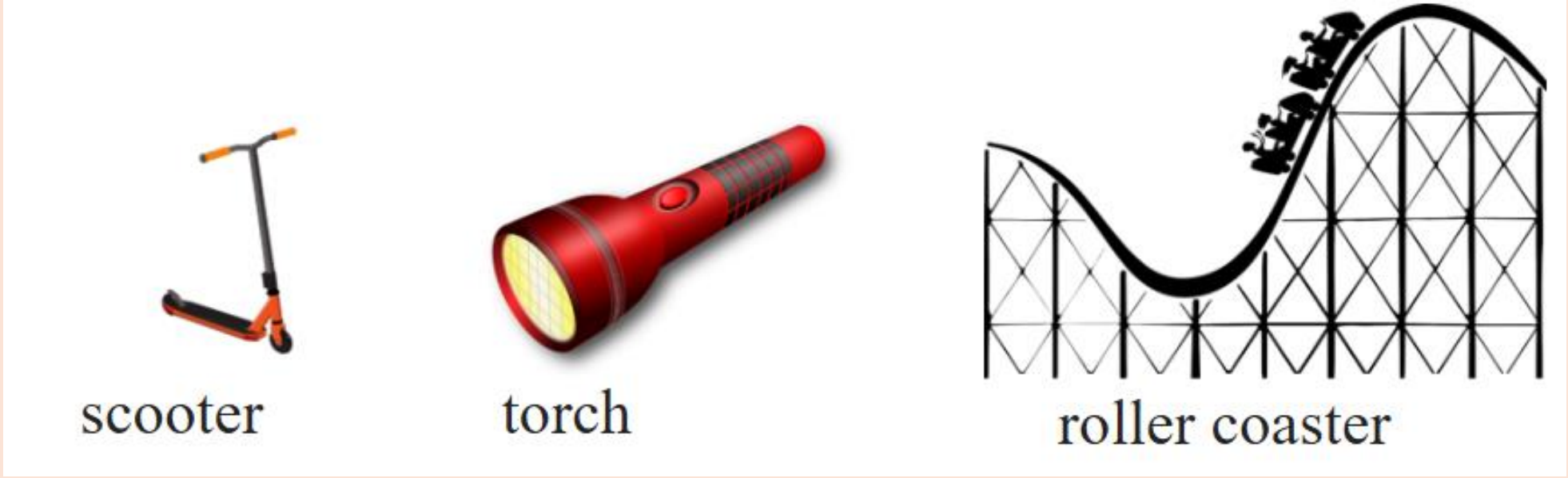
Recognise that systems are built up of parts

Practice

Look at the pictures of these everyday objects.

For each one:

- decide if it is a **system**
- describe any smaller **systems** within it
- note how the parts work together



Task A

Recognise that systems are built up of parts

Feedback

scooter

Is this a **system**? Yes

Why? A scooter is made up of different parts that work together to allow it to move.

Smaller **systems** within it:
Steering **system** – handlebars, stem and fork allow the rider to control the direction
Wheel **system** – wheels, bearings and axles allow the scooter to roll

torch

Is this a **system**? Yes

Why? It has multiple parts that work together to produce light.

Smaller **systems** within it:

Power **system** – batteries store and supply energy

Light **system** – a bulb or LED converts electricity into light

Lesson outline

Digital systems

- Recognise that systems are built up of parts
- Identify the input, process and output of a system
- Explore how different systems work together

Explanation

The bicycle had many different **systems** that were needed to make it work.

For a **system** to work, it needs:

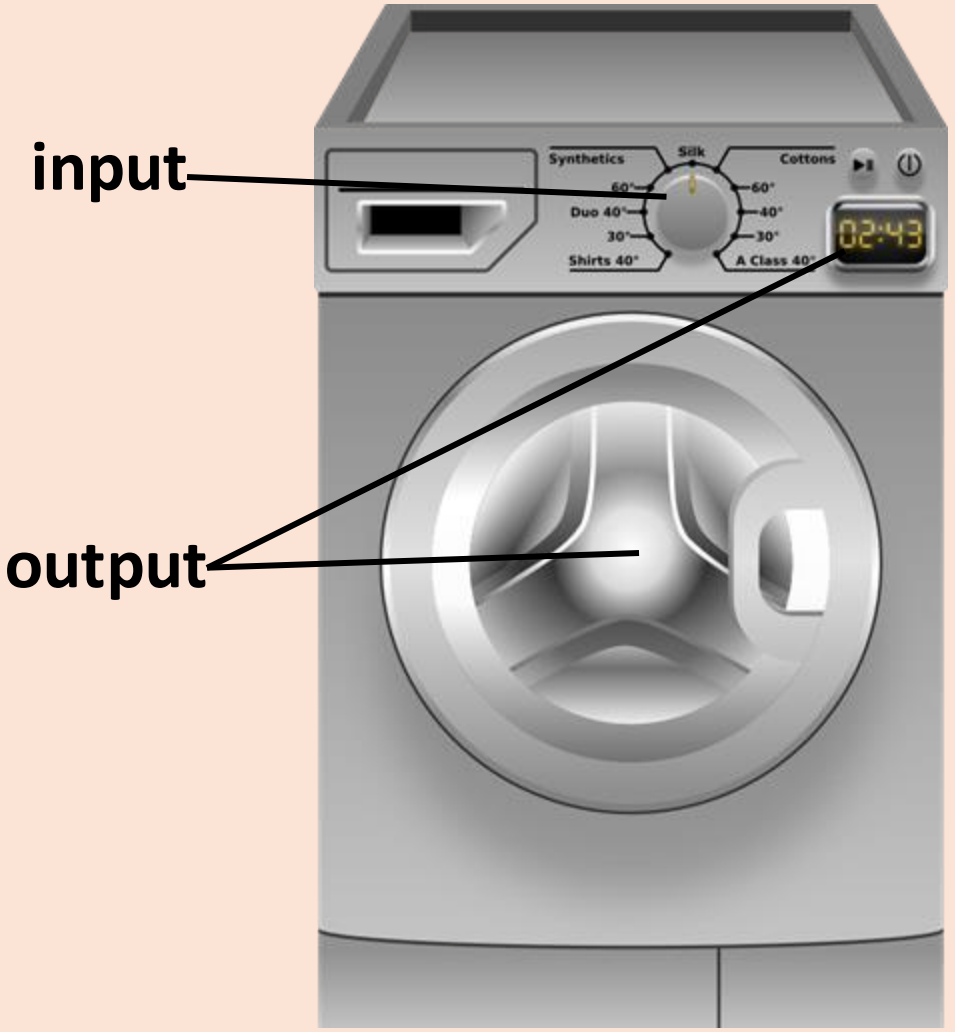
input – what goes into a **system** to start it

process – what happens inside the **system**

output – what comes out or happens at the end

Identify the input, process and output of a system

Explanation



The dials are the **input**.

The **process** is the washing of clothes.

The **output** is the display and the washed clothes.

Check

Which of these is the **input** in a washing machine?

a pressing the buttons or dials ✓

b the spinning drum

c the clean clothes

What could be the **input**, **process** and **output** for a microwave?

input: pressing the time and heat button

process: food is being heated, plate in middle spinning

output: food is cooked, the display counts down and microwave beeps

True or false?

The **process** in a **system** is what happens before the **input**.

T True

F False ✓

Why?

The **process** happens after the **input** is given. It is what the **system** does with that **input**.

You're going to design your own talking teddy.
It will need an **input**, **process** and an **output**.
For example, if you press its paw, it will say, "Hello!"

Task B

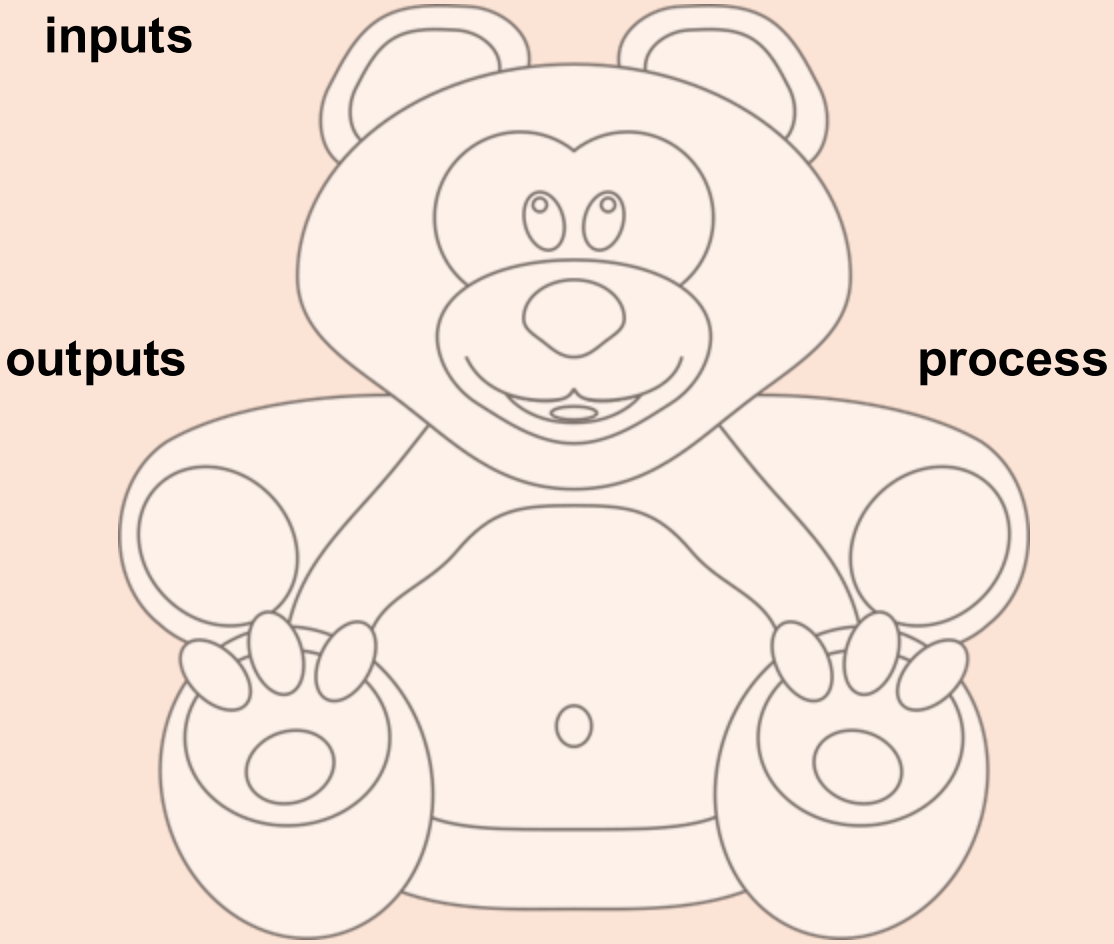
Identify the input, process and output of a system

Practice

Your design should include:

- parts you would need
- **inputs**
- **process**
- **outputs**

What else could you make it do?



Lesson outline

Digital systems

- Recognise that systems are built up of parts
- Identify the input, process and output of a system
- Explore how different systems work together

Jacob

Have you ever seen or used a smart locker like one of these?

This is a smart locker.

A smart locker allows customers to collect online orders from a convenient location at a time that suits them.

The customer is sent a code, which they can scan or key into the locker to open it.

What do you think happens after the customer places their order?

Check

Which of these **systems** helps the customer collect their parcel?

a a torch

b a smart locker **system** ✓

c a cooking **system**

The **process** is broken down into many different **systems**:

- the customer orders an item online
- the website sends the order to the warehouse using a digital **system**

The **process** is broken down into many different **systems**:

- a warehouse worker receives a digital message
- the worker uses a scanner **system** to find the ordered item at the correct location
- items are packed into boxes
- machines label the boxes so they are shipped to the right location

The **process** is broken down into many different **systems**:

- delivery drivers use GPS and route **systems** to direct them to the locker
- a digital **system** at the smart locker receives information about the parcel

The **process** is broken down into many different **systems**:

- the customer receives a message on their phone with a code
- the customer enters the code in to the smart locker and the correct door opens
- the **system** records when the parcel is collected

True or false?

A smart locker is a **system** because it has different parts working together.

T **True** ✓

F **False**

Why?

The smart locker has many different parts that work together to make it work.

Aisha

What happens if one of the **systems** fails?

If any of these **systems** stop working, the **process** can break.

If the delivery **system** is delayed, the customer won't get their parcel on time.

If the payment **system** stops working, the customers cannot buy anything.

Exit Questions:

1 What is a system? (Tick **1** correct answer)

- ☐ a single part working alone
- ☐ a computer program
- ☐ a group of parts working together
- ☐ a type of input

2 What is the term for data sent to a system to be processed?

_____

3 What is the term for a program or part of a program running on a computer?

_____

4 Match the term to its definition: (Write the correct letter in each box)

a	system
b	input
c	process
d	output

	a group of parts working together
	a program running on a computer
	the result of processed data
	data sent to a computer for processing

5 Match the action to its purpose: (Write the correct letter in each box)

a	input
b	process
c	output
d	communication

	transforms data into results
	sends data to the system
	displays the results
	shares data

14.09.26 PE

Success Criteria

- Communicate to help your team.
- Stay calm and make quick decisions.

Get Set 4 PE - Lesson Plan -2 for Year 5 Football (getset4education.co.uk)

Blue

Why is it important to communicate to your teammates during an invasion game?

Green

Why might a player be under pressure during an invasion game?