TUESDAY 24TH MARCH

BEECH CLASS

GOOD MORNING EVERYONE.
TODAY'S SUBJECTS ARE AS FOLLOWS...

1. Maths

2. English

3. Comprehension

4. Spelling

5. Geography / History (topic)

Remember; Keep up the effort with the work being set – everyone should be able to do at least some of it.
Try your hardest and don't give up too soon.

MATHS - YEAR 4
LO: KNOW HOW TO PLOT/READ CO-ORDINATES

Mental maths starter:

Section 5

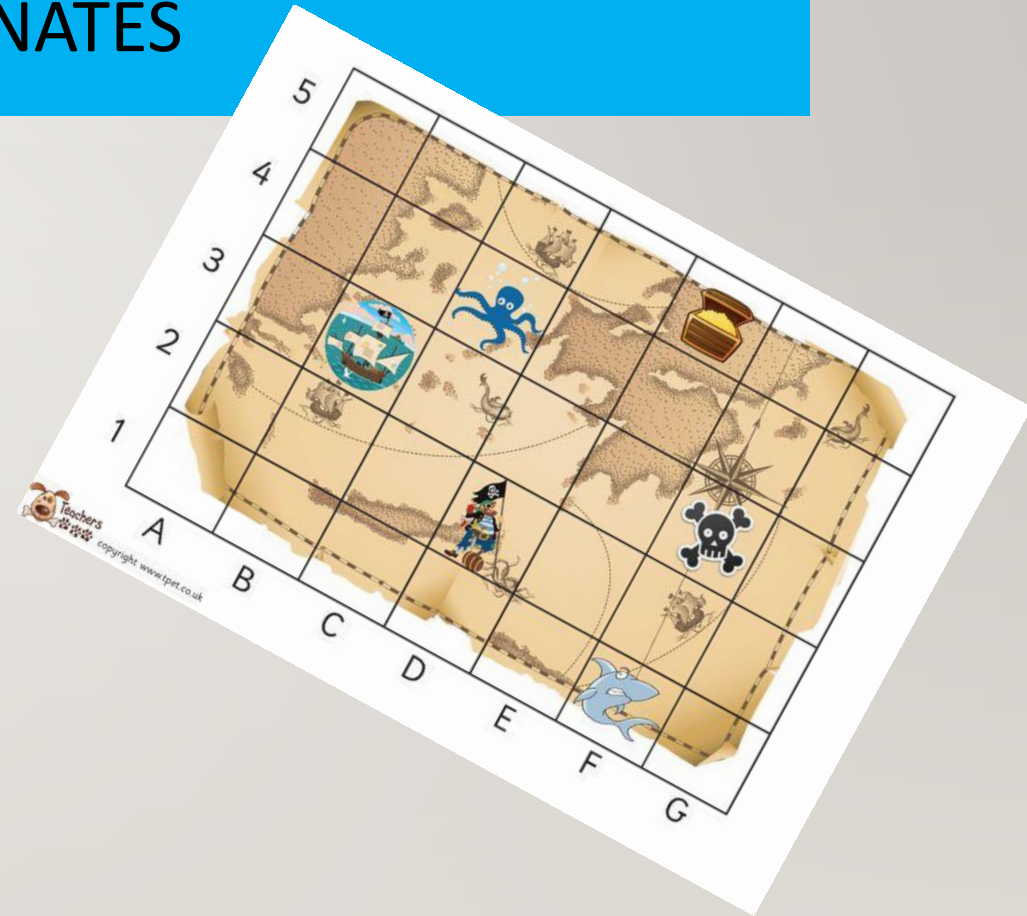Find a pair of numbers with a sum of 18 and a difference of two.

For additional information / help watch:

https://www.youtube.com/watch?v=6eX4PZJjofI

https://www.youtube.com/watch?v=d6vhjpnfd3c

Or got to:

https://www.eduplace.com/math/mathsteps/4/c/index.html

THE **HORIZONTAL AXIS** IS CALLED THE *X*-AXIS. THE **VERTICAL AXIS** IS CALLED THE *Y*-AXIS. THE POINT WHERE THE *X*-AXIS AND *Y*-AXIS INTERSECT IS CALLED THE **ORIGIN**. THE NUMBERS ON A COORDINATE GRID ARE USED TO LOCATE POINTS. EACH POINT CAN BE IDENTIFIED BY AN **ORDERED PAIR** OF NUMBERS; THAT IS, A NUMBER ON THE *X*-AXIS CALLED AN **X-COORDINATE**, AND A NUMBER ON THE *Y*-AXIS CALLED A **Y-COORDINATE**. ORDERED PAIRS ARE WRITTEN IN PARENTHESES (*X*-COORDINATE, *Y*-COORDINATE) EG. (5,3).
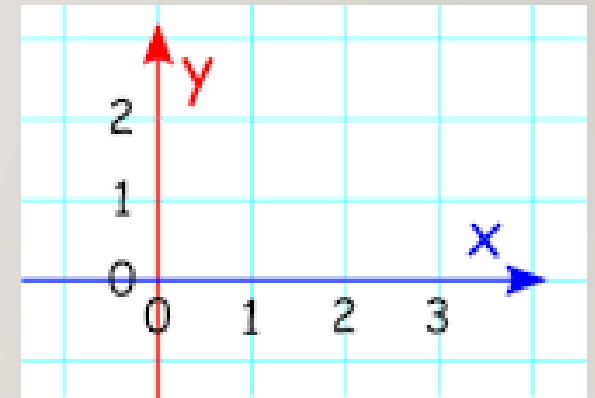
- If you have **Abacus 4 Shape, data and measures (crocodile cover)**. Complete page 52

- If you have **Abacus Evolve text book 3**. (minty coloured books) Complete pages 40-41

(TIP – if you can't find the page, you may be looking in the wrong book)

Note: this is revision of work we have done previously, in maths

and geography.

Top Tip: remember 'along the corridor, up the stairs'

(X , Y)

ANSWERS: remember to do 3 questions, then check answers – wrong? Try to work out where you are making mistakes / look at guidance again or use a resource which could help, then do the next 3 Q's.
Still wrong? Ask and adult.

Evolve answers

Page 40
Area

1. 5 squares
2. 7 squares
3. 9 squares
4. 13 squares
Owl Answers will vary.
5. area = 12 squares
6. area = 9 squares

page 40 continued

7. area = 12 squares
8. area = 10 squares
9. area = 7 squares
10. area = 13 squares
   Drawings will vary.

Page 41
Area

1. a and f
   area = 8 sq cm
   b and g
   area = 7 sq cm
   c and e
   area = $5\frac{1}{2}$ sq cm
   d has no partner
2. Drawings will vary but should have
   an area $7\frac{1}{2}$ sq cm
   a = 7 sq cm
   b = 5 sq cm
   c = $6\frac{1}{2}$ sq cm
   d = $4\frac{1}{2}$ sq cm
Owl Answers will vary.

Abacus 4 answers (shape book)

page 52
Coordinates

Position S7

1. roundabout
2. oak tree
3. bench
4. slide
5. see-saw
6. pond
7. gate
8. café
9. sand pit
10. swings

11. roundabout
12. sand pit
13. bench

ENGLISH
LO: TO COLLECT TOGETHER IDEAS.

A good introduction will have:
- An indent at the start
- A well thought through set of ideas – the key bits!
- Appealing adjectives / description
- Superlatives (most / -est words)
- Rhetorical questions
- A 'signpost' leading into the next information / next paragraph

Context / purpose: Mrs Patchett would like you to write a page

for our school prospectus, encouraging other children to come

to Bournebrook.

Tip: Have a rough plan of what you'll write about before you start.

Task: ALL: Using the mind-mapped ideas from yesterday, **write an introductory paragraph** to explain your page in the prospectus. It needs to clearly tell the reader what they are reading about, without going into too much detail. It must give a 'hint' of what's to come AND make them what to read on.

Y5's – try to end your introduction with a sentence or phrase which tells the reader what's coming next.
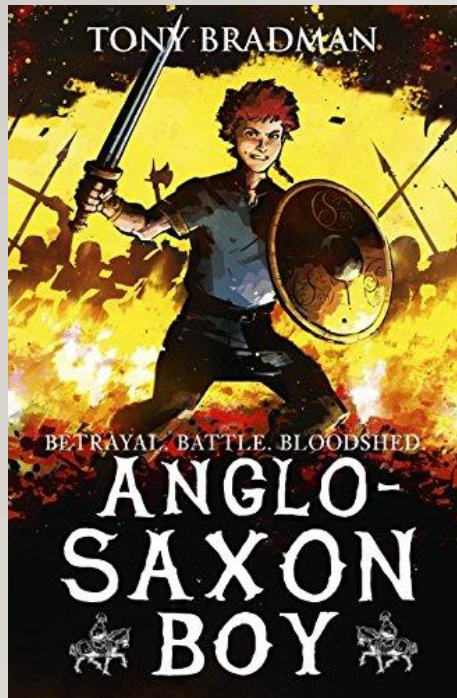
eg. *Above all else we are proud of our school community.* Then your next paragraph will be about the pupils and staff (the school community)

READING COMPREHENSION
LO: INFER DETAILS FROM A TEXT

Focus on the relationship between Hakon and Magnus.

List all the words you can think of which best describe Hakon and how he is with Magnus. List at least 5.

Explain why you have chosen these words, making links to the text in chapter 14 - use the text as evidence to support your ideas.

SPELLING
LO: PRACTISE THIS WEEKS SPELLINGS

Caught

Guard

Answer

Increase

February

Circle

Eight

Continue

Recent

Mention

These spellings are 'tricky' words, and this week, are the same for both years 4 and 5.

*If you usually start with the highlighted words – please learn those in **RED** as you would normally and add more when you feel you are ready.*

Todays task: Write each word into a sentence. Check the spelling is accurate and all non-negotiables are in place.

TOPIC
## LO: INVESTIGATE WHO WERE THE VIKINGS AND WHERE THEY CAME FROM

- Look through the following 3 slides.

- These websites / films may help:

- https://www.bbc.co.uk/bitesize/topics/ztyr9j6

- http://www.primaryhomeworkhelp.co.uk/vikings.html

- https://vimeo.com/39594231

The Vikings Arrive

The Vikings came from the area of the modern Scandinavian countries (Denmark, Norway and Sweden).

They set out in boats called longships to 'go Viking' (which means to go travelling around looking for resources and land to claim as their own).

The Vikings first arrived in Britain around AD 787 and in AD 793 they raided and pillaged the monastery at Lindisfarne in Northumbria.

Viking Settlements
Viking Homelands

Norway
Sweden
Denmark
Scotland
Ireland
England
Wales
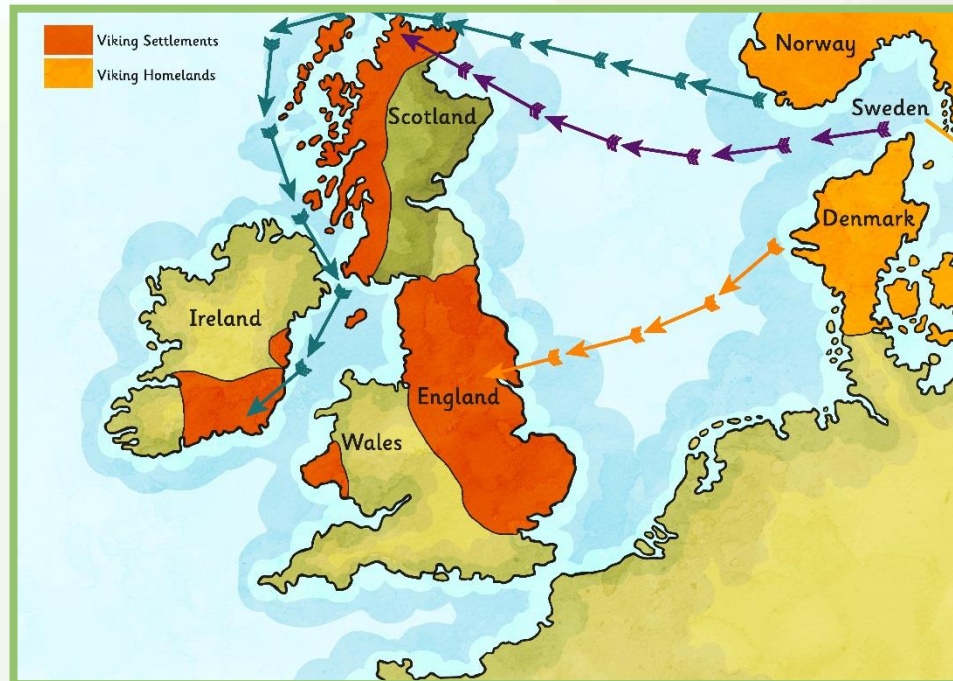
Glossary

Longship – a long, wooden, narrow boat used by the Vikings.

Pillage – to steal goods using violent tactics.

Raid – to suddenly attack a place.

Raiders

The Vikings came to Britain looking for lucrative new items to steal and trade. In addition, they wanted land that they could take and claim as their own.

They particularly liked to raid monasteries, like the one at Lindisfarne. The monasteries were not very well protected and contained valuable goods like gold and jewels, imported foods and other useful materials.

The Vikings also stole manuscripts and bibles. These were sold back to the religious leaders who could not bear to see them lost or damaged.

Invaders and Settlers

The Vikings went on to invade Scotland and in time they began to settle and stay there.

They were able to build up an army and in AD 866 they captured the city of York.

The Anglo-Saxon King Alfred the Great, who became King of Wessex in AD 871, managed to force the Vikings out of the South of England but this was short-lived.

By AD 878 the Vikings had settled permanently in England, overran Wessex and forced King Alfred into hiding. The Vikings were here to stay!

Task: Create a poster about Viking raiders in Britain

Vikings Poster

Who were the Vikings?	Where did the Vikings come from?
What did the Vikings do?	Viking picture:	How did they get here?
When did they come to Britain and why?	Other Viking Facts:

Use these <u>sub-headings</u> to organise your ideas.

1) Who were the Vikings?
2) Where did they come from?
3) What did Vikings do?
4) How did they get here?
5) When did they come to Britain and why?
6) Any other interesting facts

7) You can design it how you like or use a format like the one here ←.   Add images / diagrams / colour etc. and make it look appealing.