

TUESDAY 31ST 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 trying 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: USE AND INTERPRET PICTOGRAPHS

Mental maths starter:

Complete the next page – answers on the slide after that.

For additional information / help watch:

The links on *yesterday's powerpoint / pdf*. 😊



Year 4
Week 1 - Day 1


Good tip...

KEY


 Try mentally first

 Try a written method

 A. $186 + 7 =$

 B. $467 + 334 =$

 C. $3 \times 7 =$

 D. $14 \times 3 =$



Year 4


Week 1 - Day 1


(ANSWERS)


KEY


 Try mentally first

 Try a written method

 A. $186 + 7 = 193$

 B. $467 + 334 = 801$

 C. $3 \times 7 = 21$

 D. $14 \times 3 = 42$

KEY TEACHING POINTS:

A pictogram is a chart or graph which uses pictures or symbols to represent data. They are set out the same way as a bar chart but use pictures instead of bars. Each picture could represent one item or more than one. Pictograms are a very visual form of data handling, you simply count the objects and use the key to find out how many each option represents.

This is revision of data handling from term 1 (and year 3)

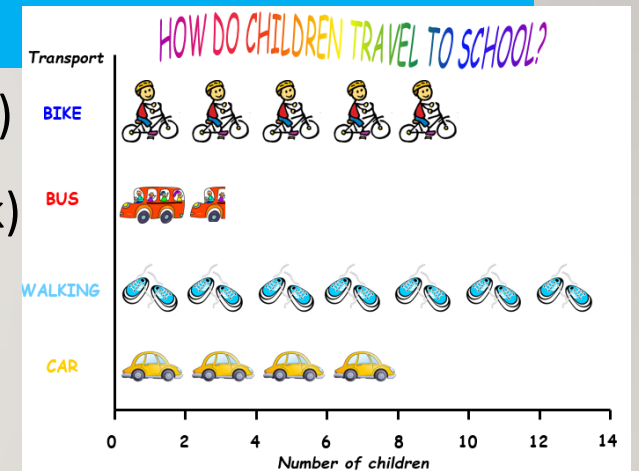
- **Abacus 4 text book (croc cover).** Complete page 57 (inc the Explore task)
- **Evolve text book 1 (minty cover).** Complete page 48 (inc the Explore task)

Extension: Have a look in your bedroom -

Look at your books or toys.

Collect data about the 'type/number' - you could use tallying - then convert this data into a pictogram/pictograph of your own.

Remember it will need a KEY and SYMBOLS to represent the data sets.



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 48

Pictograms

1. 9
2. 12
3. 29
4. 55
5. Tuesday and Wednesday
6. Friday and Saturday
7. 14

Explore Answers will vary.

Owl Answers will vary. As a guideline, one cow gives approximately 20 litres of milk a day, so for a herd of 100 cows, approximately 2000 litres of milk will be collected each day from a farm. Therefore, for example, one bottle could equal 100, 500 or 1000 litres.

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.

Abacus 4 answers (croc/shape book)

Shape, Data and Measures

page 57

Pictographs

Pictographs

- | | |
|----------------------------|----------------------------|
| 1. United, Rovers and Town | 2. City and Rangers |
| 3. $20 - 18 = 2$ 2 goals | 4. $20 - 7 = 13$ 13 goals |
| 5. $20 - 14 = 6$ 6 goals | 6. $20 - 10 = 10$ 10 goals |
| 7. 28 goals | 8. 33 goals |
| 9. 68 goals | |

Explore

Answers will vary.

ENGLISH

LO: PLAN PERSUASIVE WRITING

- **Context / task: you are going to write a page for a holiday brochure, with the sole purpose of persuading your reader to choose that holiday destination.**
- What is the purpose of a holiday brochure? It persuades people to choose a destination so it needs to make the holiday destination sound **appealing**.
- Read through the following slides. What features that make it a persuasive text. Look carefully at the examples, as these will help form success criteria for writing your own holiday brochures.



What persuasive language can you see in this extract?

Crete

One of the Greek Island's most famous villa holiday destinations, Crete essentially caters for every taste. Yet while its better-known resorts are equipped for tourism and busy nightlife, vast areas remain beautifully untouched. Among the many reasons to holiday in Crete are its lively cities, shopping havens, historical sites, endless beaches and natural curiosities. Our villas are set near quiet coves, secluded beaches and invigorating mountain villages steeped in traditional Greek life, culture, charm and pure romance.



Crete

Superlatives

Appealing to both young and old
Something for everyone

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Exciting

Emotive Language

Beautiful Picture to
show and persuade you.



How has the writer started these sentences?

- Visit King Minos' Palace at Knossos to see where Theseus made his way through the labyrinth to slay the legendary half-man, half-bull monster The Minotaur
- Go hiking and take in the breathtaking scenery at Samaria Gorge - the longest in Europe. It's a long, hard day's walk - not for the faint hearted - but well worth the effort. A further 50 gorges are waiting to be discovered, some much easier to traverse than others - so seek advice before you go
- Join in the celebrations at the Rethymno Wine Festival in late July and witness spectacular Greek dancing and free flowing wine
- Visit Chania Town on the west coast, known as the prettiest town on the island for its combination of natural beauty and variety of archaeological and historical sights

The previous slides show how persuasive language and imperative (bossy) verbs can 'hook' your reader. You will need to use both of these 'tricks' in your writing over the next 3 days.

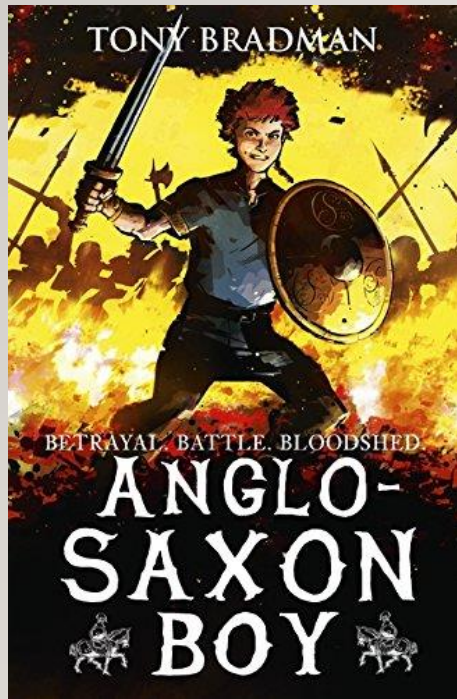
Task: You may choose which task – use the frame headings to help plan out ideas →

- 1) Imagine a holiday destination you have been to. Use what you know / experienced to plan what you will write in your travel brochure.
- 1) Imagine a holiday destination where you travel back in time to the Anglo-Saxon, Dark Ages. Use what you know of travel brochures / guides, to plan a page based on an Anglo-Saxon destination. (Think about work done in history, comprehension or IT lessons 😊 have fun with this.)

Holiday destination _____	
What is the holiday destination like? What is there? _____ _____ _____ _____	
Activities you can do: _____ _____ _____ _____ _____ _____	Appealing adjectives you could use: _____ _____ _____ _____ _____ _____
Rhetorical questions to use: _____ _____	Superlatives to use (what is the destination the best or 'most' at?): _____ _____

READING COMPREHENSION

LO: N/A



- Read from page 181 – 185 – up to ‘Magnus snatched...’

SPELLING

LO: PRACTISE NEW SPELLINGS



Tricky words Y4	Tricky words Y5
Believe	Caught
Century	Guard
Breath	Answer
Island	Increase
Pressure	February
Calendar	Circle
Possession	Eight
Enough	Continue
Notice	Recent
Potatoes	Mention

BECAUSE

Big Elephants Can Add Up Sums Easily

A mnemonic is a way of remembering the spelling by using each letter to start words in an easy to remember sentence (see example above).

Choose half of the trickier spellings from your list, and create a mnemonic for each of them.

-Highlighted groups words are those in RED

HISTORY

LO: To investigate how Vikings travelled and traded slaves and goods.

Read the following information **carefully** then have a go at the activities:

Raiding and Trading

Timeline



The Vikings were very successful raiders and traders.

Can you think of any reasons why the Vikings were so successful?

The Vikings' secret weapon

Vikings loved the sea, and they were master sailors. This gave them the opportunity to travel far and wide. The Vikings had two main types of ship:

1. The knarr, which was sturdy and strong for moving cargo and animals.
2. The longship, which was fast, light and easy to move for raiding.

Viking boats were flexible, which meant they could bounce about on the waves in storms. They were made of curved, overlapping wooden planks, joined together with iron fastenings. These planks were so strong that the sides of the boat only needed to be 2-3 cm thick.

The picture below shows a Viking longship kept in a museum in Norway.

What features do you think this longship has that might make it good in a raid?

The structure of the boat means it can be sailed in shallow water right up to the beach. Also, because it's double-ended, it can be quickly pushed off the beach again backwards, and rowed away to sea.

Can you think of any other features Vikings ships might have had to help them sail and raid?

Raiding, trading and slaving

The Vikings traded products from Scandinavia (such as amber, ivory, and animal furs) with countries overseas.

They also traded in slaves. Slavery had been accepted throughout Europe and Asia for centuries. The Vikings captured slaves on their raids into other countries and would sell them in markets abroad. This picture gives an artist's idea of what a slave market might have looked like.

Vikings also took slaves home for their own use.

What do you think the Vikings needed slaves for?



Goods for sale

The Vikings stole items that were of value to them on raids. But they also traded with people for items on trips abroad. In exchange for the goods they traded, the Vikings received things like silver, gold, silk, glass and fine pottery.

Look at this picture.
What do you think this object is?
What do you think it was used for?



This is a pair of Viking scales. It would have been used with lead weights to measure and work out the value of silver.

Ships and the sea were vital for a Viking's business

Travelling by sea wouldn't have been easy, but the design of their ships probably helped a lot. Sea travel was vital for the Vikings to be able to trade. Once in other countries, they would take what they wanted, or trade the things they'd brought with them.

Raiding and Trading

Vikings were experts at boat building and sea travel.



Archaeologists have discovered some well-preserved Viking longships.

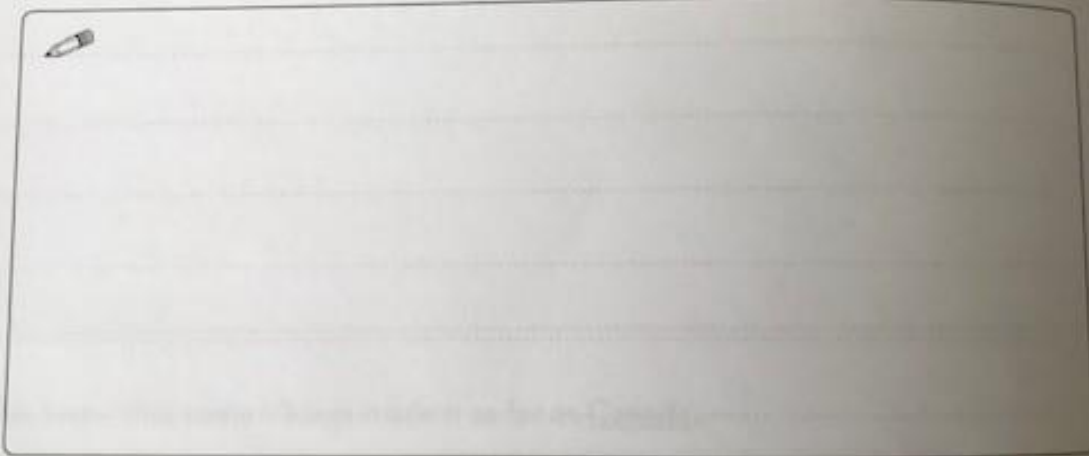
This picture shows what a Viking longship might have looked like.

1. Read page 10 of the Study Book. Write down two materials that would have been used to make a Viking longship.

Material 1)

Material 2)

2. Use the picture above and page 10 of the Study Book to draw a picture of a Viking longship. Label and explain the features that make the ship suited to raiding voyages.



3. Would you have wanted to travel across the sea in a longship? Why, or why not?

The Vikings carried out a lot of trading. One thing they traded was slaves.

11

4. Use page 11 of the Study Book to find out if these sentences about slavery during Viking times are true or false. Tick the correct box for each statement.

Slavery was allowed in Europe during the Viking times. True False

The Vikings would always buy their slaves. True False

Vikings would sell slaves in markets in other countries. True False

Slaves were used by the Vikings as farm workers. True False

5. If you had lived in the Viking times, would you have agreed with slavery? Why, or why not?

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5. If you had lived in the Viking times, would you have agreed with slavery?
Why, or why not?