

**WEDNESDAY 1<sup>ST</sup> APRIL**

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**BEECH CLASS**

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

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1. Maths
2. English
3. Comprehension
4. Handwriting
5. Science

Remember; Take time to have a little 'space' – have some time away from others during the day, to do something you like independently. Everyone will appreciate that 😊

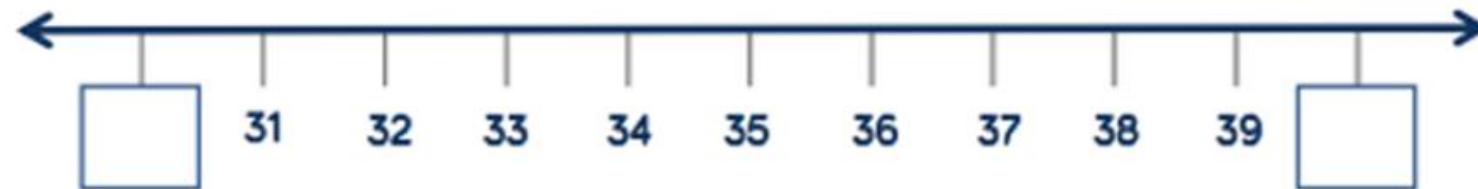


Say whether each number on the number line is closer to 160 or 170



Round 163, 166 and 167 to the nearest 10

Which multiples of 10 do the numbers sit between?



# Answers:

- 160 and 163 are closer to 160
- 166, 167 and 170 are closer to 170
- The numbers sit between 30 and 40

# MATHS - YEAR 4

## LO: USE AND INTERPRET BAR GRAPHS

*Mental maths starter: Practise your X tables – if you wish you can do this online using the websites you know – use [www.mathszone.co.uk](http://www.mathszone.co.uk) to access lots of X tables games.*

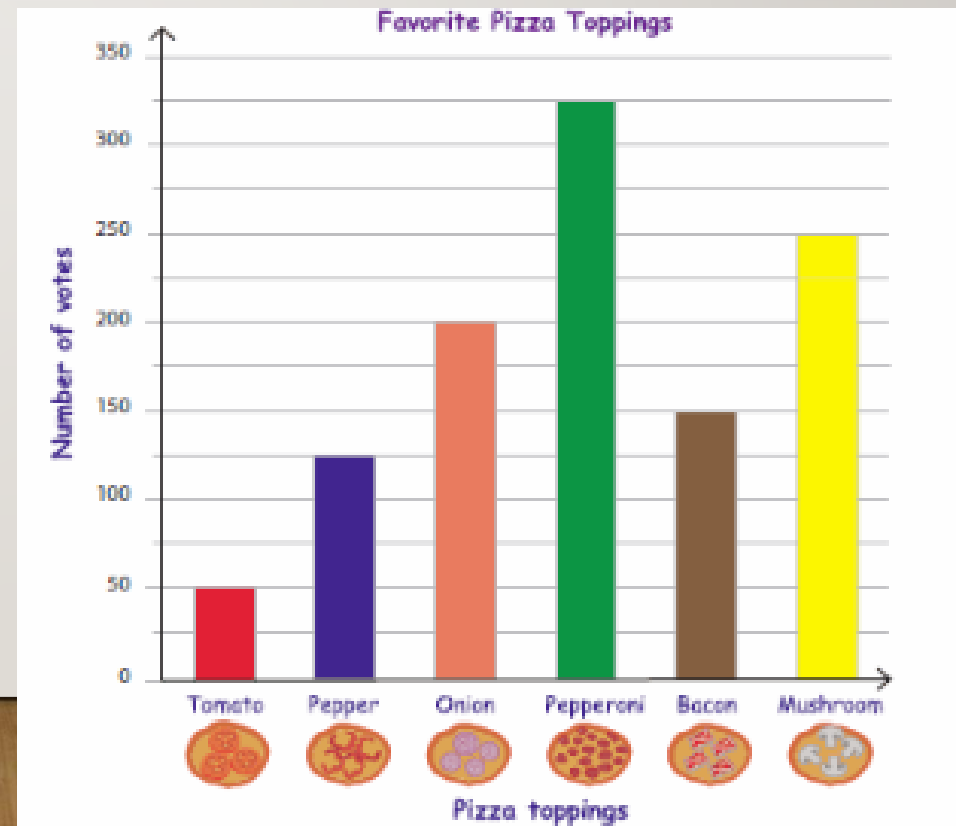
For additional information / help watch:

<https://www.youtube.com/watch?v=oYXmY5axC2I>

(introduces bar graphs)

<https://www.youtube.com/watch?v=iCnh6EL1Lmo>

(shows how to interpret bar graphs)



## TEACHING POINTS:

A BAR GRAPH IS A REALLY GOOD WAY TO SHOW RELATIVE SIZES: WE CAN SEE WHICH TYPES OF MOVIE FOR EXAMPLE ARE MOST LIKED, AND WHICH ARE LEAST LIKED, AT A GLANCE.

WE CAN USE BAR GRAPHS TO SHOW THE RELATIVE SIZES OF MANY THINGS, SUCH AS WHAT TYPE OF CAR PEOPLE HAVE, HOW MANY CUSTOMERS A SHOP HAS ON DIFFERENT DAYS AND SO ON. IT CAN ALSO BE USED TO COMPARE AMOUNTS. OR FIND DIFFERENCES BETWEEN AMOUNTS – GREATER / FEWER ETC.

- **Abacus 4 (crocodile cover)**. Complete page 59
- **Evolve (text book 2)**. Complete page 47

*If you want further explanation – read through this page:*

<https://www.mathsisfun.com/data/bar-graphs.html>



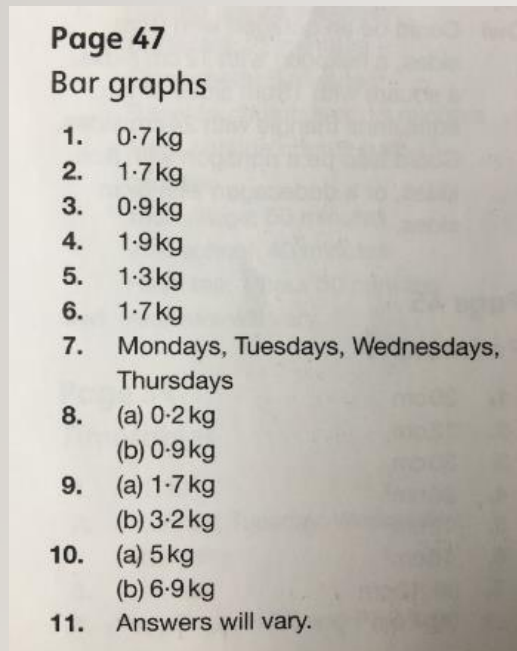
**Top Tip:** *Always pay attention to the scale used on your graph – what do the markings up the side (y-axis) show? Pay attention to the labels too – what is the bar representing?*

*Using a ruler across the top of the bar, helps to read the scale on the y-axis easier.*



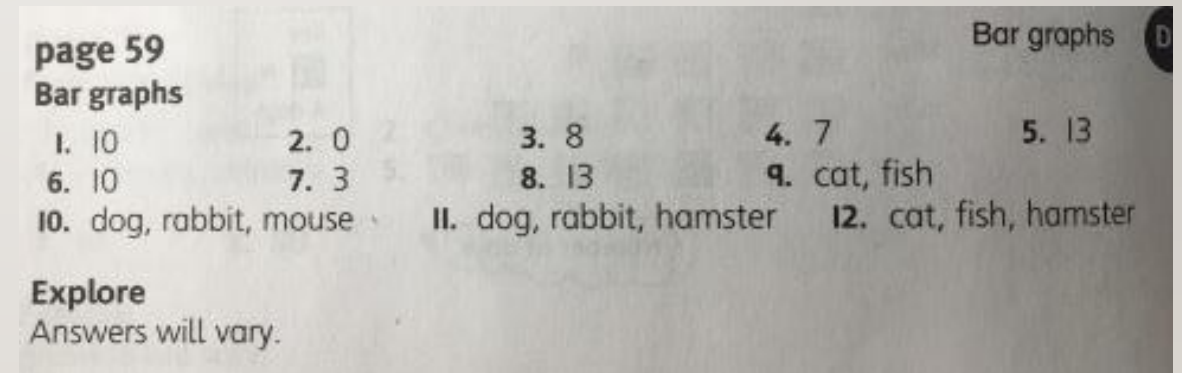
**ANSWERS:** remember to do 3 questions, then check answers – wrong? Try to work out where you are making mistakes / look at guidance again or use a resource which could help, then do the next 3 Q's. Still wrong? Ask and adult.

## Evolve answers



**Owl** Answers will vary. Suggested answer could be that these are market days therefore more shoppers.

## Abacus 4 answers (shape book)



# ENGLISH


## LO: WRITE PERSUASIVELY

**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.**

Task: Today you will use your planning to write about your destination.

**Think about how you will persuade your reader to choose your destination – what's so special about it, what can you see / do there, why is this the best vacation for them? Use the persuasive skills you already have, to put your ideas together.**


**6. GREAT YARMOUTH | PROM HOTEL**



**ITINERARY**

We visit the resort town of **Cromer**, famous for its crabs, and the pretty seaside town of **Sheringham**.

Visit to **Wroxham Barns**, where you can browse the shops watch beautiful things being made, visit the garden centre and pop in to the restaurant.



Free day in Great Yarmouth, why not visit the Time & Tide Museum, wonder through Victorian 'Row' and take a look inside a fisherman's home.

**The Prom Hotel is located on Great Yarmouth's Golden Mile on the seafront, with glorious sandy beaches right across the road. A short walk away is a cinema, theatres, amusements, casino, ten-pin bowling and shops. You'll find an abundance of things to do in Great Yarmouth.**

- Door to door
- Dinner, bed & breakfast
- En suite
- Lift
- Tea/coffee facilities
- Entertainment

**£299**

**Mon 22nd - Fri 26th April**  
**5 days | £60 single supplement**



# THESE ARE THE FEATURES YOU WILL NEED TO INCLUDE. USE YOUR PLANNING TO ORGANISE / DEVELOP YOUR IDEAS AND WRITING

## All MUST use:

1. Non-negotiables (CAPS / . / , / ! / / ? )
2. Appealing adjectives in expanded noun phrases
3. Paragraphing or other organisational features – (subheadings, bullet points, text boxes etc.)

## Many SHOULD use:

1. Imperative verbs (enjoy... take... have...)
2. Rhetorical questions

## Some COULD use:

1. Personal pronouns (you, we, our)



Some useful vocabulary is on the next page!



# Holiday Vocabulary

## Cultural Activities

museum visit  
abbey visit  
castle visit  
mosque visit  
theatre visit  
observatory visit  
sightseeing  
art gallery visit  
historical bus trip



## Locations

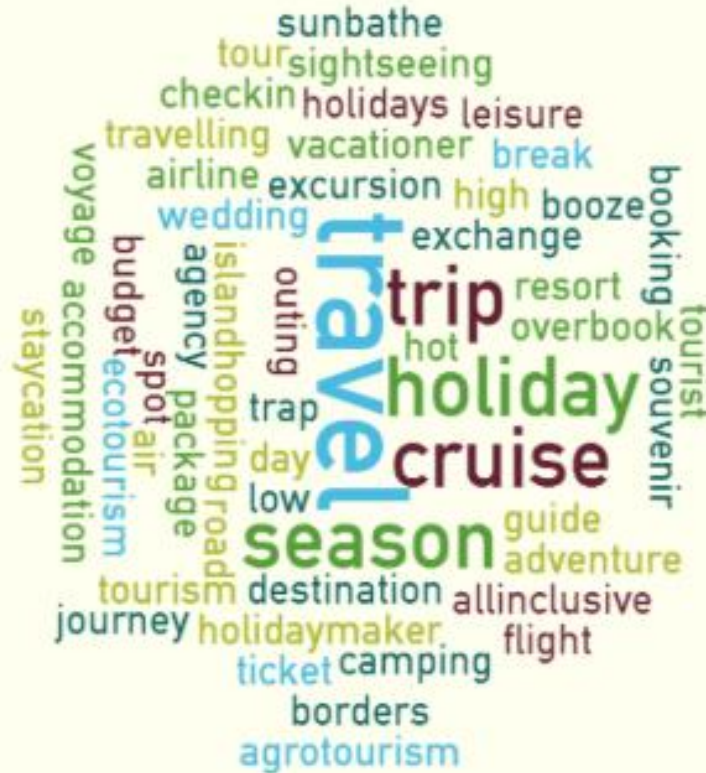
lake side      town  
beach          wilderness  
mountains      aboard  
city            island  
village        park

## Accommodation

resort          villa  
hotel          chalet  
motel         apartment  
campsite

## Non-cultural Activities

theme park visit  
zoo visit  
game park  
aquarium visit  
cinema visit  
fun fair visit  
hot air balloon ride  
helicopter trip  
amusement arcade visit  
butterfly farm visit  
hot air balloon flight  
miniature train ride  
shopping  
eating in restaurants  
skating  
boat trip  
catamaran trip  
sailing  
swimming  
sun bathing  
scuba diving  
snorkelling  
hiking  
tennis  
golf  
crazy golf  
cycling  
fishing  
skiing (snow/water)  
bowling  
camping



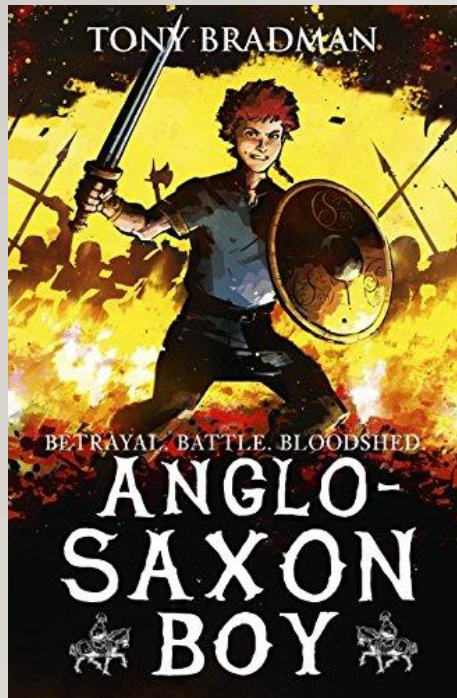
Imperative verb ideas you may find useful:

Watch (the sunset...) take (a boat trip to...) listen (to the waves...) bathe (in the turquoise waters... experience (this ancient...) taste (the flavours of...) relax (in the...) enjoy (an evening...)



# READING COMPREHENSION

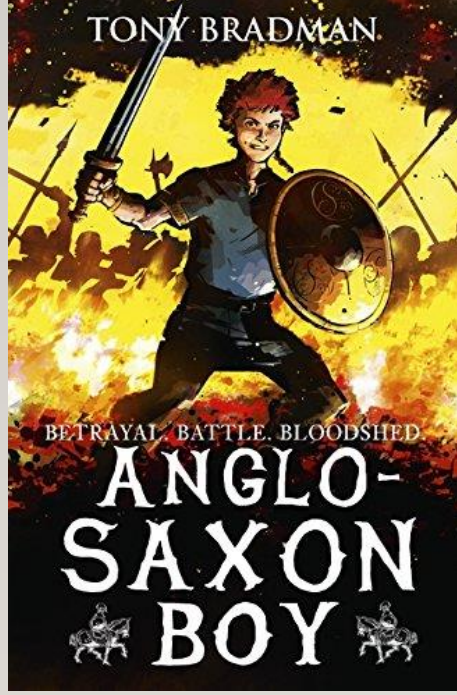
## LO: RETRIEVE INFORMATION FROM THE TEXT



Read Anglo Saxon boy, from page 185 to the end of chapter 17

1. Where were Edwin and Morcar meeting Hardrada?
2. How many men had Hardrada brought to the meeting place?
3. What did Harold offer his brother?
4. What did Harold offer Hardrada?

**Answers on the next slide – no peeking!**



# READING COMPREHENSION

## ANSWERS

Read Anglo Saxon boy, from page 185 to the end of chapter 17

1. Where were Edwin and Morcar meeting Hardrada? **Stamford Bridge**
2. How many men had Hardrada brought to the meeting place? **A few thousand**
3. What did Harold offer his brother? **Northumbria and a 1/3 of the kingdom.**
4. What did Harold offer Hardrada? **7 feet of ground to be buried in.**

# HANDWRITING

LO: FORM LETTERS CONSISTENTLY (SIZE / SHAPE / DIRECTION)

- Complete 2 rows of each:

Y4

believe

century

breath

island

pressure

Y5

caught

guard

answer

increase

February



## SCIENCE

LO: DESCRIBE THE STAGES OF HUMAN GROWTH & DEVELOPMENT.

Read through the following slides.

Then draw and complete the growth timeline activity. You may find the following video link useful:

<https://www.youtube.com/watch?v=FfBfk4bTUhY>



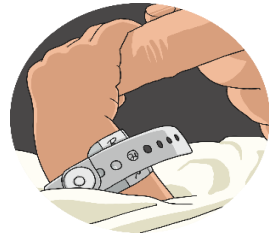
# Infancy

This stage of development is from birth to 2 years old.

This includes babies and toddlers.

The rate of physical development is fast at this stage.

Infants are totally dependant on others for food and care.



1 month



2 months



3 months



4 months



5 months



6 months



7 months



8 months



9 months



10 months



11 months



1 year



toddler



# Childhood

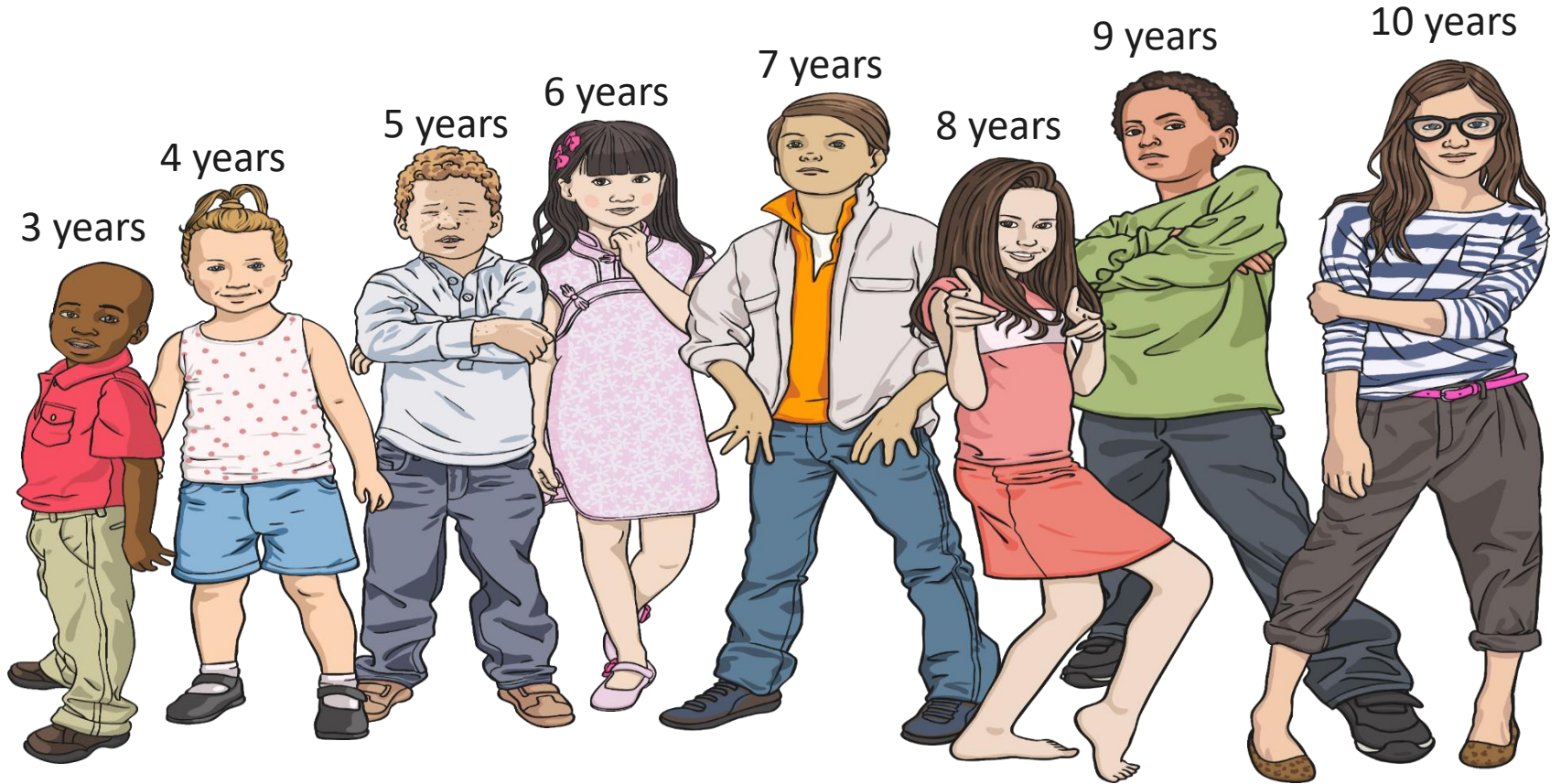
This stage takes place between the ages of 3 and 10.

Physical growth is more steady.

Children are able to feed themselves.

They can increasingly take care of important physical needs.

There is considerable development of the brain.





# Adolescence

This stage of development lasts from the age of 11 to 19.

During this stage, puberty results in changes in the body.

These changes occur to enable reproduction during adulthood.

Adolescents are increasingly independent.

There is even more brain development.



# Early Adulthood

This stage of development takes place from the ages of 18/19 to 39.

The human body is at its peak of fitness and strength.

There is still some growth but not of height.

This is the age that most humans reproduce.

Humans are able to take care of their physical needs completely independently.





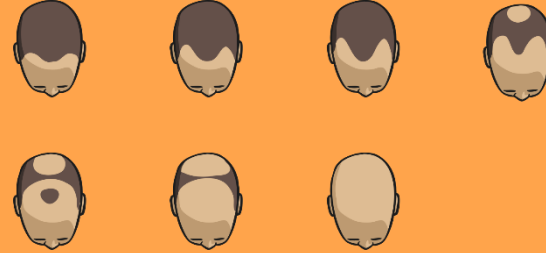
# Middle Adulthood

This stage of development takes place between 40 to 59 years of age.

Both male and female ability to reproduce declines with age.

Women experience menopause in their 40s or 50s when they no longer produce eggs.

Physical changes can include loss of hair among men and greying hair for both men and women.



# Late Adulthood / Old Age

This is the last stage of human development and takes place after the age of 60.

There is no physical growth although mental development is possible.

The body declines in fitness and health.

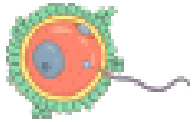
Some older people can become more fragile physically.

This can sometimes result in increasing dependency on others to care for them.

The end of the human life cycle is when a human dies. (The age at which this happens varies and is not simply dependent on physical factors.)



**Draw (or print out) the timeline below, then from the next slide add the stages, ages and images onto it. You may want to talk this through with your grown-up (if they are available). Perhaps you could look through photos to see how you have changed since you were born.**



0 days  
Fertilisation.

Late adulthood / old age	Middle adulthood	Childhood	Early adulthood	Prenatal	Adolescence	Infancy
30 year old	45 year old	28 weeks	15 year old	1 year old	8 years old	65 years old



Note: these stages and ages do not match up – It's your job to do that on your timeline!