

**MONDAY 27<sup>TH</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 / Spelling test
5. PE
6. ICT

Remember; if you cannot access any of today's activities, you can always choose any task from the teacher's suggestions. As always, just do your best 😊



*A smile is the  
curve that sets  
everything straight*

## MATHS - YEAR 4

### LO: TO CALCULATE USING WRITTEN SUBTRACTION METHODS.

*Mental starter: Get an adult to test you to see how well you are doing on your current X tables.*

*if your grown-up is busy, then you can always use one of the X tables games you have been given links to or go to [www.mathszone.co.uk](http://www.mathszone.co.uk) and use one of the games for mental X or  $\div$  on their website.*

*Or...*

*Recite your X table as many times as you can in 1 minute. Make a note of how many – see if you can beat it!*

*Or...get onto **Rockstars** and continue with that. You've plenty to choose from!*

# PLEASE NOTE BEFORE YOU CONTINUE...

In the Abacus books, there are some written methods shown, which we no longer used in year 4.  
**ONLY** use the method we use in class / the method shown on the BBC Bitesize link.





## TEACHING POINTS:

Today you will be using column subtraction to solve money problems. Here is an example:  
Ivor buys a magazine for £4.65. How much change would he get from £10?

Q: How would you solve this using a written 'method'?

Think about how you need to set the question out, where you would begin, how you complete each step and finally, how you'd check your working / answer.

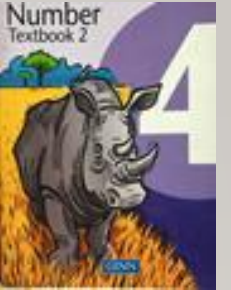
FIRST, read through the following page/link, and watch the video to remind yourself of the method - including 'exchanging' (which they call 'borrowing'...eek!)

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zc78srd>

# Choose your spiciness with Abacus or Evolve

If you have the Abacus maths books with animals on the covers choose from:

Book 1 Page 65 OR Book 2 page 36



If you have the Evolve books with aliens on the covers choose from:

Evolve book 3 page 17 OR book 3 page 18



$$\begin{array}{r} 425 \\ - 143 \\ \hline 2 \end{array} \quad \begin{array}{r} 3\cancel{4}25 \\ - 143 \\ \hline 82 \end{array} \quad \begin{array}{r} 3\cancel{4}25 \\ - 143 \\ \hline 282 \end{array}$$

Answers on the next slides...

# Abacus 4 answers



## page 65

### Subtracting 2-digit numbers

Addition/subtract

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 1. $43 - 27 = 16$  | 2. $42 - 18 = 24$  | 3. $72 - 38 = 34$  |
| 4. $61 - 25 = 36$  | 5. $54 - 17 = 37$  | 6. $64 - 27 = 37$  |
| 7. $44 - 26 = 18$  | 8. $56 - 38 = 18$  | 9. $62 - 25 = 37$  |
| 10. $73 - 28 = 45$ | 11. $51 - 25 = 26$ | 12. $82 - 38 = 44$ |
| 13. $84 - 36 = 48$ | 14. $75 - 17 = 58$ | 15. $43 - 25 = 18$ |
| 16. $53 - 24 = 29$ | 17. $64 - 28 = 36$ | 18. $74 - 38 = 36$ |

**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 an adult.

## page 36

### Subtracting

Addition/subtrac

- |                             |                              |                      |
|-----------------------------|------------------------------|----------------------|
| 1. $123 - 56 = 67$          | 2. $173 - 88 = 85$           | 3. $142 - 65 = 77$   |
| 4. $214 - 178 = 36$         | 5. $123 - 76 = 47$           | 6. $122 - 67 = 55$   |
| 7. $204 - 166 = 38$         | 8. $214 - 155 = 59$          | 9. $184 - 95 = 89$   |
| 10. $133 - 74 = 59$         | 11. $311 - 294 = 17$         | 12. $177 - 67 = 110$ |
| 13. $405 - 328 = 77$        | 14. $338 - 282 = 56$         |                      |
| 15. $121 - 38 = 83$ minutes | 16. $126 - 38 = 88$ minutes  |                      |
| 17. $132 - 38 = 94$ minutes | 18. $144 - 38 = 106$ minutes |                      |
| 19. $137 - 38 = 99$ minutes | 20. $118 - 38 = 80$ minutes  |                      |



# Evolve answers



Page 17

## Subtracting

Children should also include estimates.

$$\begin{array}{r} 346 \\ - 84 \\ \hline \end{array} = \begin{array}{l} 200 + 140 + 6 \\ - 80 + 4 \\ \hline 200 + 60 + 2 = 262 \end{array}$$

$$\begin{array}{r} 248 \\ - 73 \\ \hline \end{array} = \begin{array}{l} 100 + 140 + 8 \\ - 70 + 3 \\ \hline 100 + 70 + 5 = 175 \end{array}$$

$$\begin{array}{r} 126 \\ - 62 \\ \hline \end{array} = \begin{array}{l} 120 + 6 \\ - 60 + 2 \\ \hline 60 + 4 = 64 \end{array}$$

$$\begin{array}{r} 482 \\ - 76 \\ \hline \end{array} = \begin{array}{l} 400 + 70 + 12 \\ - 70 + 6 \\ \hline 400 + 0 + 6 = 406 \end{array}$$

$$\begin{array}{r} 335 \\ - 82 \\ \hline \end{array} = \begin{array}{l} 200 + 130 + 5 \\ - 80 + 2 \\ \hline 200 + 50 + 3 = 253 \end{array}$$

$$\begin{array}{r} 137 \\ - 85 \\ \hline \end{array} = \begin{array}{l} 130 + 7 \\ - 80 + 5 \\ \hline 50 + 2 = 52 \end{array}$$

$$\begin{array}{r} 227 \\ - 64 \\ \hline \end{array} = \begin{array}{l} 100 + 120 + 7 \\ - 60 + 4 \\ \hline 100 + 60 + 3 = 163 \end{array}$$

**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 an adult or change task.

$$\begin{array}{r} 124 \\ - 86 \\ \hline \end{array} = \begin{array}{l} 110 + 14 \\ - 80 + 6 \\ \hline 30 + 8 = 38 \end{array}$$

9. 115 pages

10. 214 pages

11. 316 pages

12. 427 pages

13. 345 pages

14. 436 pages

Owl Answers will vary.

Page 18

## Subtracting

Children should also include estimates.

$$\begin{array}{r} 214 \\ - 167 \\ \hline \end{array}$$

$$\begin{array}{r} 311 \\ - 176 \\ \hline \end{array}$$

$$\begin{array}{r} 411 \\ - 178 \\ \hline \end{array}$$

$$\begin{array}{r} 211 \\ - 158 \\ \hline \end{array}$$

$$\begin{array}{r} 314 \\ - 187 \\ \hline \end{array}$$

$$\begin{array}{r} 213 \\ - 174 \\ \hline \end{array}$$

7. Correct

8. Miscalculated  $14 - 9$ , should be:

$$\begin{array}{r} 214 \\ - 139 \\ \hline 145 \end{array}$$

9. No need to exchange for  $6 - 3$ , should be:

$$\begin{array}{r} 3116 \\ - 183 \\ \hline 233 \end{array}$$

10. Correct

11. Need to exchange for  $20 - 80$ , should be:

$$\begin{array}{r} 4124 \\ - 183 \\ \hline 341 \end{array}$$

12. Correct

Owl Largest answer:

$$875 - 134 = 741$$

Smallest answer:

$$513 - 487 = 26$$

Closest to 100:

$$481 - 375 = 106$$

$$475 - 381 = 94$$

$$841 - 735 = 106$$

$$835 - 741 = 94$$



# LO: USE FRONTED ADVERBIALS

(Reason to learn: to make expanded sentences sound more interesting. This trick also helps to build suspense in story writing too)

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- Watch the following link then carefully read the next 4 slides



<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>

# FRONTED ADVERBIAL HUNT

## What is an adverbial?

An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. Adverbs can be used as adverbials, but many other types of words, phrases and clauses can be used in this way, including prepositional phrases and subordinate clauses.

## What is a fronted adverbial?

When an adverbial is used at the beginning of a sentence, they are often called 'fronted adverbials'.



# NEXT STEPS: TYPES OF FRONTED ADVERBIAL

Fronted adverbials are used to describe...

the time something happens,

e.g. **Before sunrise**, Darius crept into the beast's cave.

the frequency (how often) something happens,

e.g. **Every so often**, Darius could hear the beast's ferocious snore.

the place something happens,

e.g. **At the back of the cave**, the terrifying creature began to stir.

the manner something happens,

e.g. **As quick as a flash**, Darius bounded behind a nearby rock.

the possibility (how likely) something will/has happen(ed),

e.g. **Almost certainly**, the deadly beast was nearing closer.

Did you notice  
how the fronted  
adverbials were  
punctuated?



# NEXT STEPS: ADDING COMMAS

Every fronted adverbial word, phrase or clause needs to be followed by a comma to separate it from the main clause of the sentence. Where should the comma go in this fronted adverbial sentence?

Slowly and carefully, they released the juvenile badger back into the wild.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

# WRITING YOUR OWN FRONTED ADVERBIALS: ISPACE

Use ISPACE can help you remember six different ways to create fronted adverbials...



**-Ing verb**

e.g. Shaking with fear, ...



**Simile**

e.g. Like a raging bull, ...



**Preposition**

e.g. Behind the clouds, ...



**Adverb**

e.g. Anxiously, ...



**Conjunction**

e.g. After he opened his eyes, ...



**-Ed verb**

e.g. Exhausted, ...

# YOUR TASKS (EACH YEAR GROUP HAS 2 SLIDES TO COMPLETE.)

Children who have had an 'office' since September only need to do the 1<sup>st</sup> slide for their year group - unless they wish to carry on 😊

Read the instructions carefully for each task (look back at the information slides when you need to).

You will need to copy out the sentences / paragraphs into your books – adding the details asked for.

Answers are on the  
slides after the tasks  
No peeking until  
you're done!





# YEAR 4



1. Can you place a comma after the fronted adverbial in these sentences?

For example:

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

# YEAR 4

You'll need to copy this out, to do.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.

3. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the time and place of the action in your main clauses.

time \_\_\_\_\_

\_\_\_\_\_

place \_\_\_\_\_

\_\_\_\_\_

# YEAR 5




1. Can you place a comma after the fronted adverbial in these sentences? In each of the boxes, decide whether the fronted adverbial adds more detail about the time, place, frequency, possibility or manner of the action in the main clause.

For example: After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.



# YEAR 5



You'll need to copy this out, to do.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Searching frantically Kian hoped it wasn't too late to save his people. Through the bushes Kian searched and searched. Under rocks and inside caves he scoured although he just couldn't find the ever-life potion. He sat down with his head in his hands. Depressed and disheartened a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Feeling utterly confused he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Like a jack-in-the-box Kian leapt up and grabbed the bottle. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands, he held the one thing that could save everyone in his village.

# YEAR 4 ANSWERS

1. Can you place a comma after the fronted adverbial in these sentences?
  - a) Baffled by the mathematical problem, the professor felt frustrated.
  - b) Under the bridge, the misunderstood troll waited patiently for his goat friends.
  - c) Once a year, the people put on their costumes and partied at the carnival.
  - d) Before the holidays, the Y6 pupils had a farewell celebration at their junior school.
  - e) Almost certainly, Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes, Kian searched and searched. Under all of the rocks, he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed, a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused, he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box, Kian leapt up and grabbed it. As Kian hurriedly ran back, his feet hurt and his lungs felt like they might explode. Inside his hands, he held the one thing that could save everyone in his village.

3. Now, write five fronted adverbial sentences of your own, where the fronted adverbials describe the time, place, frequency, possibility or manner of the action in your main clauses.

Various answers possible.

# YEAR 5 ANSWERS

1. Can you place a comma after the fronted adverbial in these sentences? In each of the boxes, decide whether the fronted adverbial adds more detail about the time, place, frequency, possibility or manner of the action in the main clause.

- a) Baffled by the mathematical problem, the professor felt frustrated.
- b) Under the bridge, the misunderstood troll waited patiently for his goat friends.
- c) Once a year, the people put on their costumes and partied at the carnival.
- d) Before the holidays, the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly, Eva's team would win the upcoming sports day.

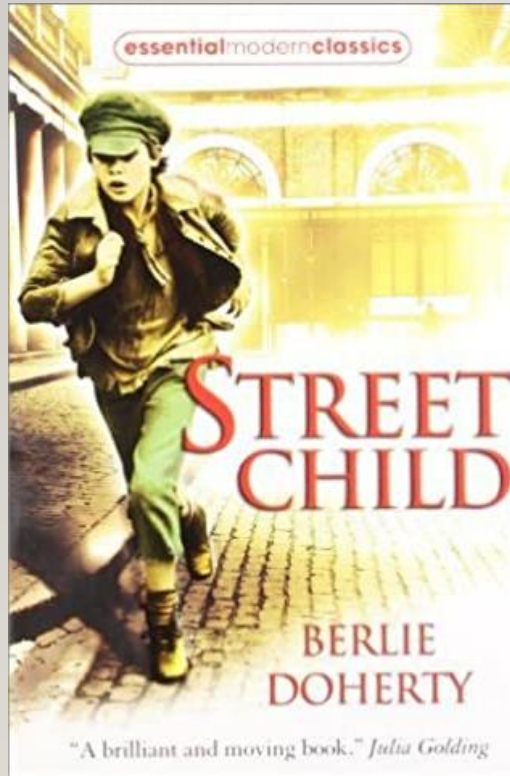
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# READING COMPREHENSION

LO: N/A



Read chapter 1 – Shilling pie.

Monday: Ask a grown up or older brother / sister to test you on last weeks spellings. You can do this in your writing book - use the LO: spelling test



If you have made any mistakes, copy the correct spelling out neatly 10x in your writing book (or use one of the other spelling practise strategies we use in school) - then at the end of today's work, ask to be tested again 😊

# PE – (OUTDOOR AND ADVENTUROUS ACTIVITIES) GET UP AND GET MOVING!


2. Compose a set of warm-up exercises to show your family and friends. Remember: the purpose of a warm-up is to raise your heart rate and loosen your joints. It is also meant to be fun!



Get friends and family to join in!  
Perhaps you could even photograph  
or film it and share with the  
Bournebrook Family 😊



ICT: Do a google search for 'hour of code' Just like the 'minecraft' coding we did in school, work your way through any of the coding activities. If you wish to try something different - how about having a go a doing your own coding? Try the coding activity on the next slide...



The image shows a promotional graphic for a coding activity. On the left, there are 3D rendered characters from Star Wars: Rey, Leia Organa, R2-D2, and BB-8. In the center, the words "STAR WARS" are written in a stylized font. On the right, there is a "CODE" logo consisting of four black squares with white letters. Below the image, the text "Star Wars: Building a Galaxy with Code" is displayed, followed by "Code.org" and "Grades 2+ | Blocks, JavaScript". A description reads: "Learn to program droids, and create your own Star Wars game in a galaxy far, far away." Below this is an orange "Start" button.

### Star Wars: Building a Galaxy with Code

Code.org  
Grades 2+ | Blocks, JavaScript

Learn to program droids, and create your own Star Wars game in a galaxy far, far away.

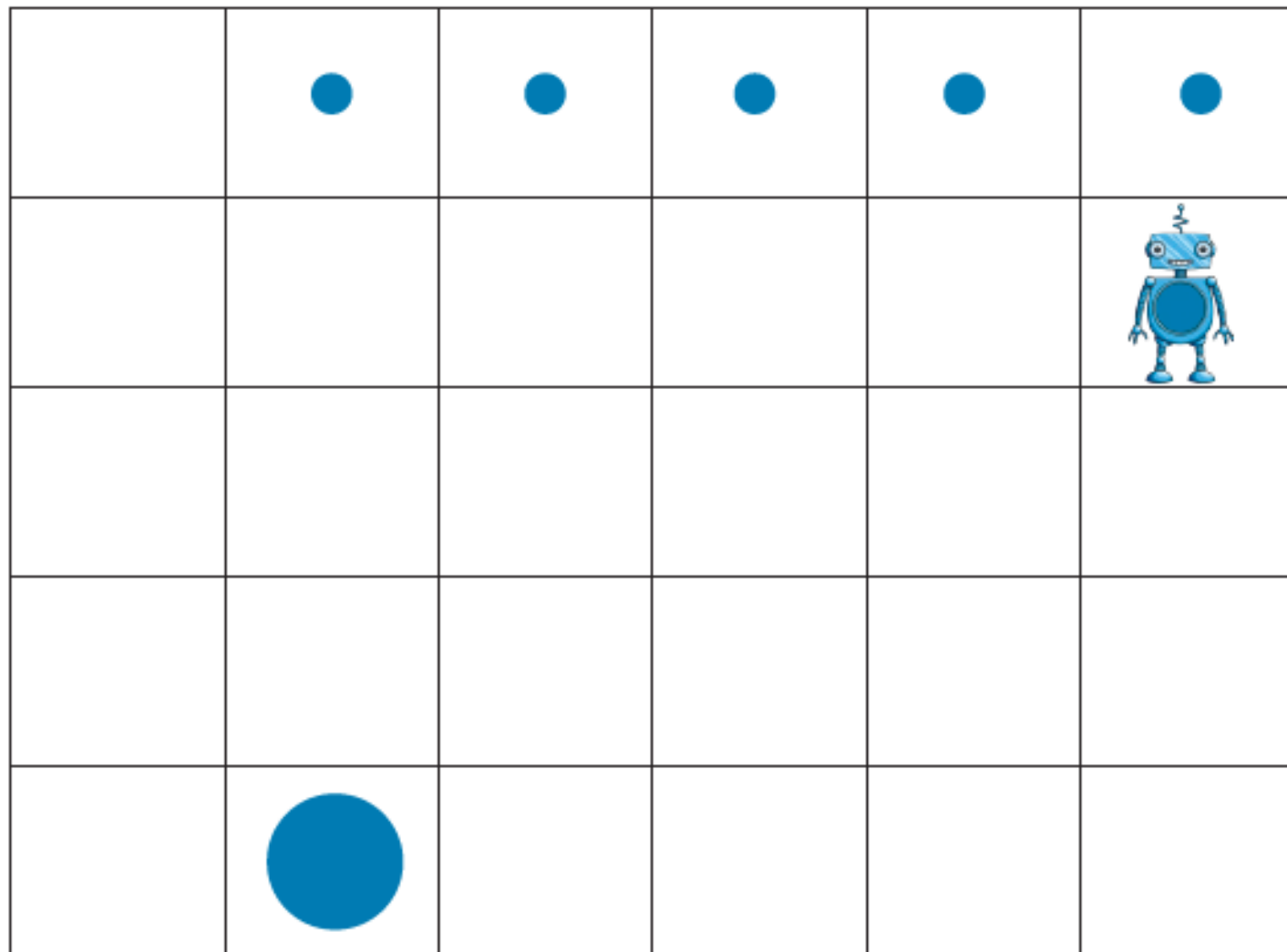
[Start](#)

More resources	<a href="#">Teacher notes</a>
Short link	<a href="https://hourofcode.com/star-wars">https://hourofcode.com/star-wars</a>
Student experience	Beginner



## LO; Creating algorithms

Robot Blue needs to charge up on the blue spot. Unfortunately his commands have all got muddled up. Can you put the commands in the correct sequence to guide him to the blue spot? Use the blue dots to help you get started.



## algorithms

An algorithm is a precise sequence of instructions that need to be followed to successfully complete a task.

**Oops!**

forward 4  
forward 1  
turn 90° left  
turn 90° left  
forward 4

**Sorted!**



Now try making your own algorithm like this one, and test it out on someone in your household!



# Bournebrook

Church of England Primary School

# ChildLine

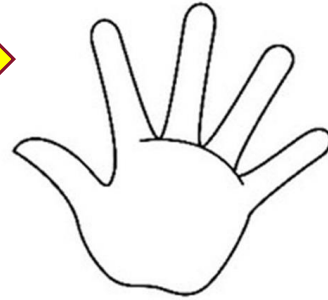
0800 1111



- Remember to **talk to someone on your Network Hand** if you are worried about something
- If **nobody is listening to your worries** or there is nobody to talk to, **you can call Childline on 08001111** - adults at Childline are used to talking to children with worries and can help you.



5 fingers of safety



If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.