

**TUESDAY 28TH APRIL**

---

**BEECH CLASS**

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

---

1. Maths
2. English
3. Comprehension
4. Spelling
5. Geography / History (topic)

Tell yourself *'I'm doing great!'*  
The fact that you're looking  
through today's activities  
means you're trying your best  
with your work.  
So, well done you! 😊



MATHS - YEAR 4

LO: TO CALCULATE USING WRITTEN SUBTRACTION METHODS

*Mental maths starter: Practise your tables or use the link to play the activity on the next slide.*

*If you prefer - continue with what you're doing on 'TT Rock Stars'.*




Today you are continuing with subtraction using a written method, as started yesterday. Refresh your memory by looking at the link again, if needed.

In addition to the teaching points from the BBC Bitesize link:

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

I'd like to remind you how you can check your answers (without a calculator!)


$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 182 \\ - 37 \\ \hline 145 \end{array}$$

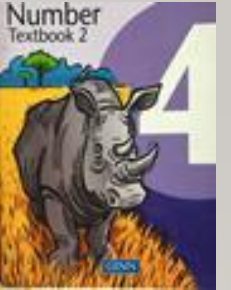
If you look at the answer 'digit' in each column (HTO) and add it to the next digit UP in the same column - it should equal the top digit.  
In this 'ONES' example,  $5 + 7 = 12$  (this is correct, as the top digit became 12 by 'exchanging')



# Choose your 'spiciness' with Abacus or Evolve

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

Book 1 Page 67 OR Book 2 page 37



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

Evolve book 3 page 21 OR CGP – section A (on next slide)



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

# CGP – SECTION A (Q'S 1-13)

## Set A

Work out:

$$\begin{array}{r} 1 \quad 4372 \\ - 2121 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 6694 \\ - 4373 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 3954 \\ - 2843 \\ \hline \end{array}$$

Work out:

$$\begin{array}{r} 4 \quad 6778 \\ - 4635 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 4867 \\ - 1749 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 9756 \\ - 4365 \\ \hline \end{array}$$

Answer the following:

$$7 \quad 3367 - 1135$$

$$8 \quad 8464 - 4383$$

$$9 \quad 9776 - 5864$$

$$10 \quad 4896 - 2678$$

$$11 \quad 5566 - 3295$$

$$12 \quad 2296 - 1753$$

$$13 \quad 8374 - 2650$$

**ANSWERS FOR ABACUS (ANIMAL COVERS):** 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 37

Addition/subtraction

**Subtracting**

1. $114 - 65 = 49$	2. $186 - 71 = 115$	3. $223 - 126 = 97$
4. $119 - 47 = 72$	5. $253 - 198 = 55$	6. $207 - 114 = 93$
7. $245 - 133 = 112$	8. $118 - 53 = 65$	9. $302 - 213 = 89$
10. $243 - 167 = 76$	11. $314 - 268 = 46$	12. $417 - 347 = 70$
13. $624 - 586 = 38$	14. $709 - 644 = 65$	15. $313 - 277 = 36$
16. $424 - 386 = 38$	17. $503 - 479 = 24$	18. $257 - 134 = 123$
19. $303 - 223 = 80$		



**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.

## Evolve answers

### Page 21

#### Subtracting

1.  $5014 - 4973 = 41$
2.  $3028 - 2947 = 81$

### page 21 continued

3.  $4017 - 3987 = 30$
4.  $5020 - 4991 = 29$
5.  $3051 - 2996 = 55$
6.  $2079 - 1981 = 98$

- Owl**
1. £10.25
  2. £20.25
  3. £7.50
  4. £7.25
  5. £13.75
  6. £24.50
  7. 108 staples
  8. £92
  9. 61 miles

## CGP slide answers...

### Set A

- |         |         |          |
|---------|---------|----------|
| 1. 2251 | 6. 5391 | 10. 2218 |
| 2. 2321 | 7. 2232 | 11. 2271 |
| 3. 1111 | 8. 4081 | 12. 543  |
| 4. 2143 | 9. 3912 | 13. 5724 |
| 5. 3118 |         |          |

ENGLISH

LO: UNDERSTAND AND USE HOMOPHONES

<https://www.bbc.co.uk/bitesize/topics/zp7mn39/articles/zfhxxyc>

*Start by clicking on the link above - read the information, watch the video and do the game and quiz.*



Today, everyone will do the same task – as this is a common error I see from time to time.

Answers on the next slide – no peeking until you're done!



Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over \_\_\_\_\_ on the shelf.
5. \_\_\_\_\_ bus was running late.
6. The cold wind made \_\_\_\_\_ teeth chatter.
7. Could they be in \_\_\_\_\_?
8. Blue Smarties are the best, \_\_\_\_\_ my favourites.
9. Ava and Lucas put \_\_\_\_\_ hands up at the same time.
10. Are you sure \_\_\_\_\_ not real?
11. The new teacher got \_\_\_\_\_ books in a muddle.
12. I went \_\_\_\_\_ last summer too!
13. Is \_\_\_\_\_ a doctor anywhere near?

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.

2. The one with the white fence is their house.

3. Do you think they're hiding?

4. Put the book over \_\_\_\_\_ on the shelf.

5. \_\_\_\_\_ bus was running late.

6. The cold wind made \_\_\_\_\_ teeth chatter.

7. Could they be in \_\_\_\_\_?

8. Blue Smarties are the best, \_\_\_\_\_ my favourites.

9. Ava and Lucas put \_\_\_\_\_ hands up at the same time.

10. Are you sure \_\_\_\_\_ not real?

11. The new teacher got \_\_\_\_\_ books in a muddle.

12. I went \_\_\_\_\_ last summer too!

13. Is \_\_\_\_\_ a doctor anywhere near?

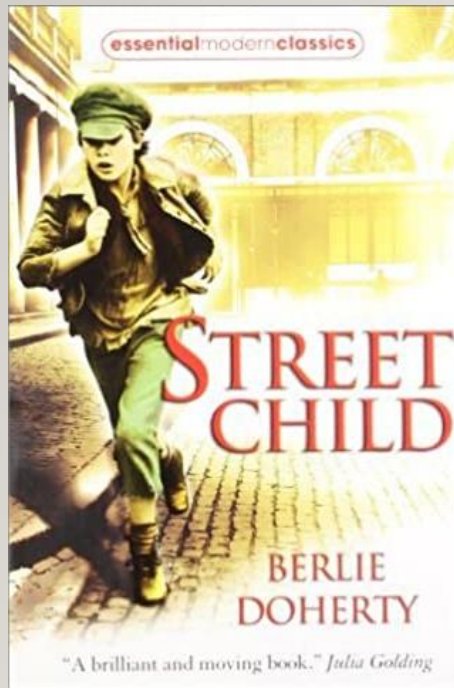
Their

There

They're

# READING COMPREHENSION

## LO: RETRIEVING DETAILS FROM THE TEXT



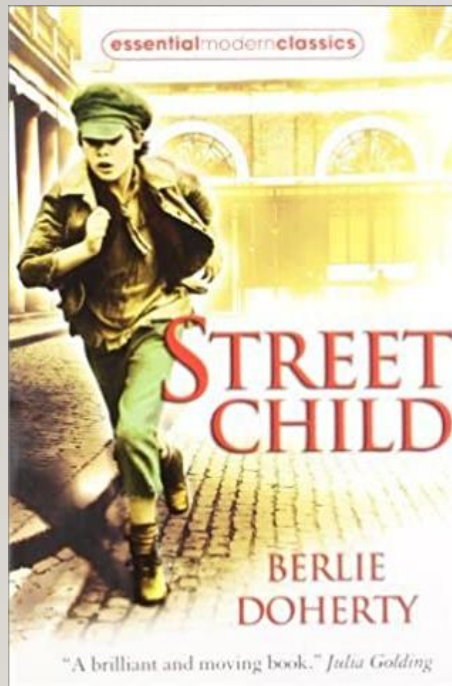
Today you are going to be 'text detectives'.

List all of the facts / details you now know about Jim Jarvis and his family given to us in chapter one. (I think there are roughly 10 facts to find - but aim to list at least 5.

Possible answers are on the next slide - see how well you did

# READING COMPREHENSION

## LO: ANSWERS



List all of the facts / details you now know about Jim Jarvis and his family given to us in chapter one.

He is poor / he lives with Lizzie, Emily and his mum / they live in 1 room / the house they live in is full of families / his dad is dead / they like pie / it is winter and he has no shoes on / he's cold / he's a quick runner / his mum is ill / they have no more money / they once lived in a cottage / they've been 'evicted' - thrown out of their home.

# SPELLING

## LO: PRACTISE NEW SPELLINGS

- Choose a task from those we would normally use in class – suggestions are on the slide after this week's spelling lists.
- Spend 15 minutes to practise your new spellings



# Tuesday: spellings to learn for this week

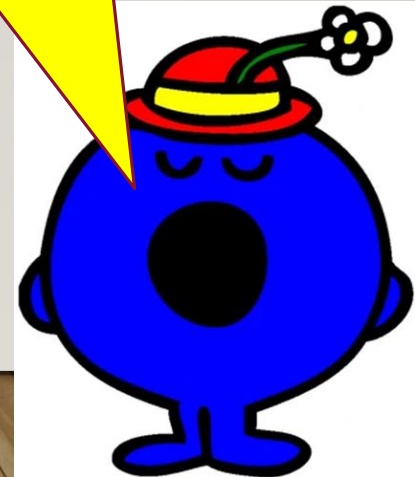
## YEAR 4

- Straight
- Favourite
- Strength
- Suppose
- Surprise
- Bicycle
- Business
- Medicine
- Natural
- Naughty

## YEAR 5

- Especially
- Exaggerate
- Hindrance
- Excellent
- Existence
- Explanation
- Familiar
- Amateur
- Frequently
- Government

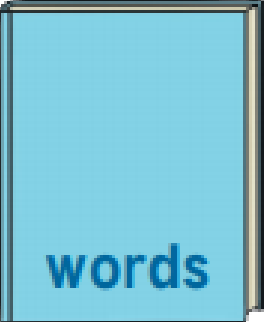
If you usually start with 5 'key' spellings - choose your 5 (perhaps with a little help from an adult) and focus on these as you would normally - then add more if you can as the week goes on.






*Remember to do what you would normally to learn your new words throughout the week at home. These words are important to know for next year!*

- Strategies you could use:

<p><b>Create with Colour</b></p> <p>Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.</p> <p style="text-align: center;"> <span style="color: blue;">s</span><span style="color: red;">p</span><span style="color: green;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: green;">i</span><span style="color: blue;">n</span><span style="color: red;">g</span>  <span style="color: red;">s</span><span style="color: blue;">p</span><span style="color: red;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: blue;">i</span><span style="color: red;">n</span><span style="color: blue;">g</span> </p>	<p><b>Capital Idea</b></p> <p>Write your words three times, each in capital letters.</p> <p style="text-align: center;"> <b>SPELLING</b>  <b>SPELLING</b>  <b>SPELLING</b> </p>	<p><b>Learn Your ABC</b></p> <p>Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.</p> <p style="text-align: center;"> my  words  spelling  spelling  words  my </p>
<p><b>Take a Test</b></p> <p>Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.</p> <ol style="list-style-type: none"> <li>1. my</li> <li>2. spelling</li> <li>3. words</li> </ol>	<p><b>Picture This</b></p> <p>Include each of your words in a funny picture that makes you think of the word.</p> <div style="text-align: center;">  </div>	<p><b>Build a Sentence</b></p> <p>Write each of your words in a sentence. See if you can build your sentences into a story.</p> <p style="text-align: center;"> <b>One day a huge spelling monster came to my town and ate all the words!</b> </p>

<p><b>Keep Copying</b></p> <p>Write your words out three times each. Use different colours if you want to.</p> <p style="text-align: center;"> <span style="color: blue;">s</span><span style="color: red;">p</span><span style="color: green;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: green;">i</span><span style="color: blue;">n</span><span style="color: red;">g</span>  <span style="color: green;">s</span><span style="color: blue;">p</span><span style="color: red;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: green;">i</span><span style="color: blue;">n</span><span style="color: red;">g</span>  <span style="color: red;">s</span><span style="color: blue;">p</span><span style="color: red;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: blue;">i</span><span style="color: red;">n</span><span style="color: blue;">g</span> </p>	<p><b>Make the Headlines</b></p> <p>Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> <div style="text-align: center;">  </div>	<p><b>Build a Pyramid</b></p> <p>Make a pyramid using the letters in your words.</p> <p style="text-align: center;"> w  wo  wor  word  words </p>
--	---	---

# LO:What factors were triggers for the industrial Revolution?

- Watch the following to give you some background information:

[https://www.youtube.com/watch?v=6QKIIts2\\_yJ0](https://www.youtube.com/watch?v=6QKIIts2_yJ0)

or

<https://www.youtube.com/watch?v=x9BdVHCuNPs>

Then read through the following slides...

# What Was the Industrial Revolution?

The Industrial Revolution was a time in British history where the country changed hugely from a mostly rural society to an industrial one.

This means that many British people moved from living in small towns and villages, where they were farmers, to huge cities, where they worked in places such as factories or mills.

It is called a revolution because it was such a huge change. The birth of the Industrial Revolution is the birth of the modern world that we know today.

## Key Terms

rural - life in the countryside.

industrial – life in cities centred around mass production.



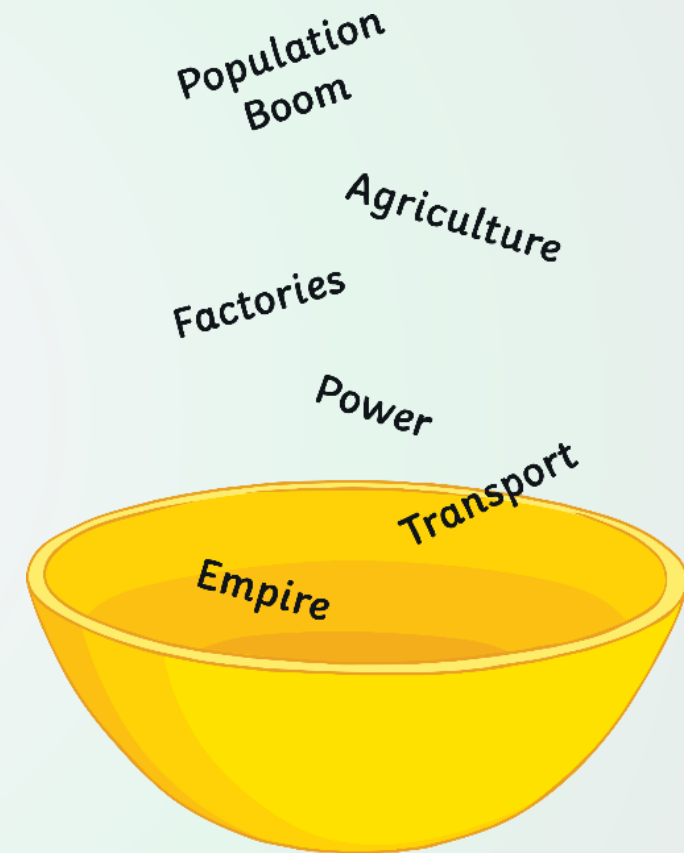
# Six Factors



There were six main factors that came together to create the Industrial Revolution.

Unlike political or violent revolutions, the Industrial Revolution happened over a long period of time rather than suddenly.

Just like baking a cake, the ingredients for the Industrial Revolution had to be present together at the right time and then left to heat up...



# Population Boom



Between 1750 and 1900, the population of Britain grew by four times, from 10 million people to 40 million people.

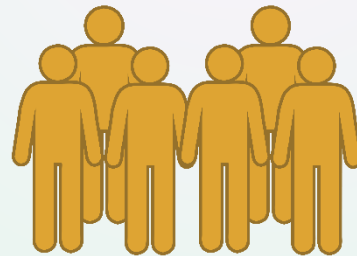
This created problems:

How could this population be fed, clothed and housed?

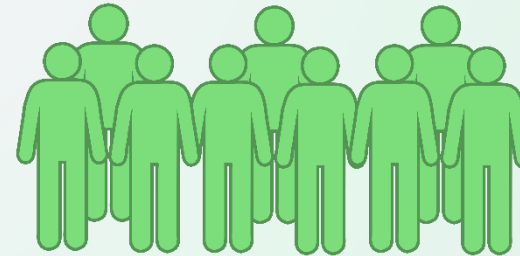
Supply was found to match demand. This increase in population led to many businessmen and innovators finding ingenious solutions whilst making a lot of money.



3.0 billion  
1960



6.0 billion  
2000



9.0 billion  
2050

# Improved Agriculture



During this period, farmers became more efficient in order to feed the growing population.

Using advances such as improved crop rotation, selective breeding of animals and new machinery, farmers made the land that had been farmed in a similar way for centuries more efficient.

One of the most important early developments was Jethro Tull's seed drill.

The seed drill planted seeds quickly and efficiently without the need to do it by hand.



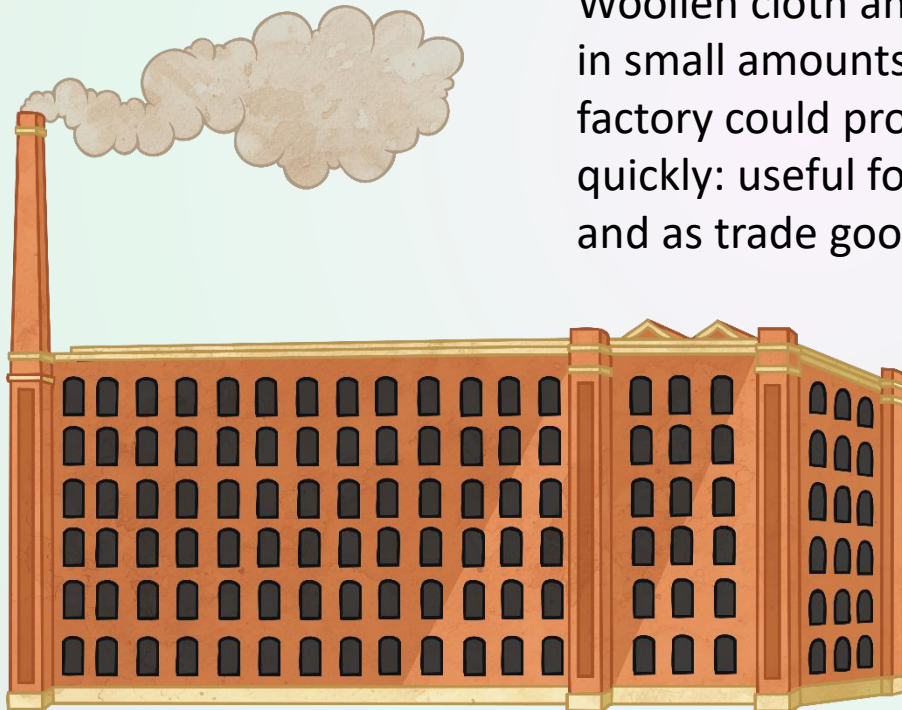
# Factories



It was not only farmers who were developing new machines and ideas.

Factories began to be built in cities to produce goods at a far faster rate than before. People moved from the countryside to the cities to work in them.

Woollen cloth and cotton goods had been produced in small amounts in people's homes for centuries. A factory could produce huge amounts textiles quickly: useful for clothing the increasing population and as trade goods.



# Power



The first factories were powered by water and used wooden machines. New types of power would lead to bigger, more efficient factories.

Coal was mined in large amounts and used to create wrought-iron: iron that was tough enough to create large, complex machines.

Steam power was a technology that led to innovations such as James Nasmyth's steam hammer, as well as new forms of transport.





# Transport

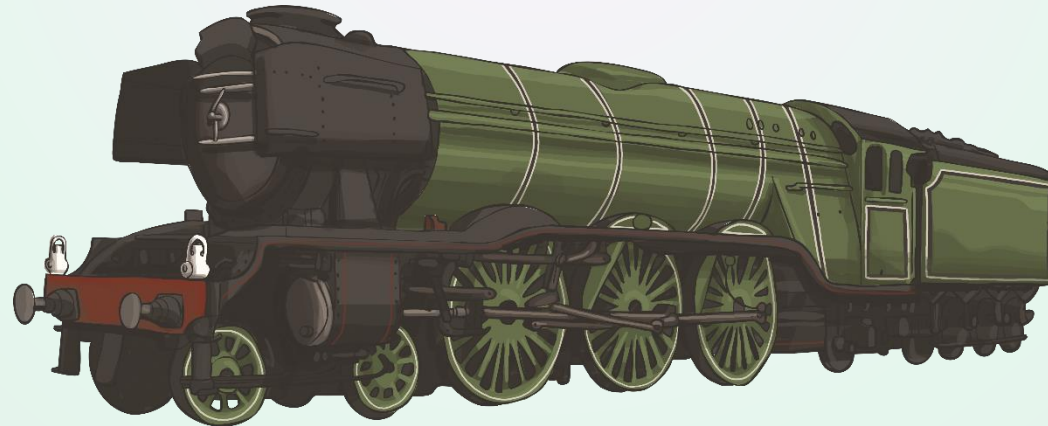


With growth in agriculture and industry, things needed to be moved around the country in large amounts.

Canals, such as the Bridgewater Canal, were dug to link growing cities together - in this case, Manchester and Liverpool - and transport goods between them.

Roads were improved to make travel by cart easier and faster.

Railways were laid to accommodate a new, wondrous invention: the steam train.



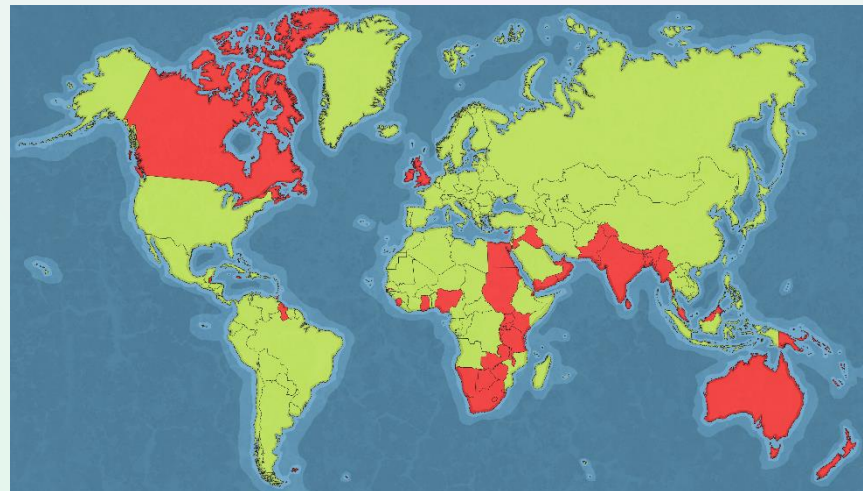
# Empire



It was not just at home that Britain grew. The British Empire expanded from a few colonies in 1750 to cover a fifth of the world's land by 1900.

Colonies in places such as India, Australia, Canada and South Africa gave British factories access to exotic resources such as cotton, silk, fur and tea.

By 1900, the Empire had a population of around 400 million people; each of these a potential customer for British goods, which pushed production ever onwards.



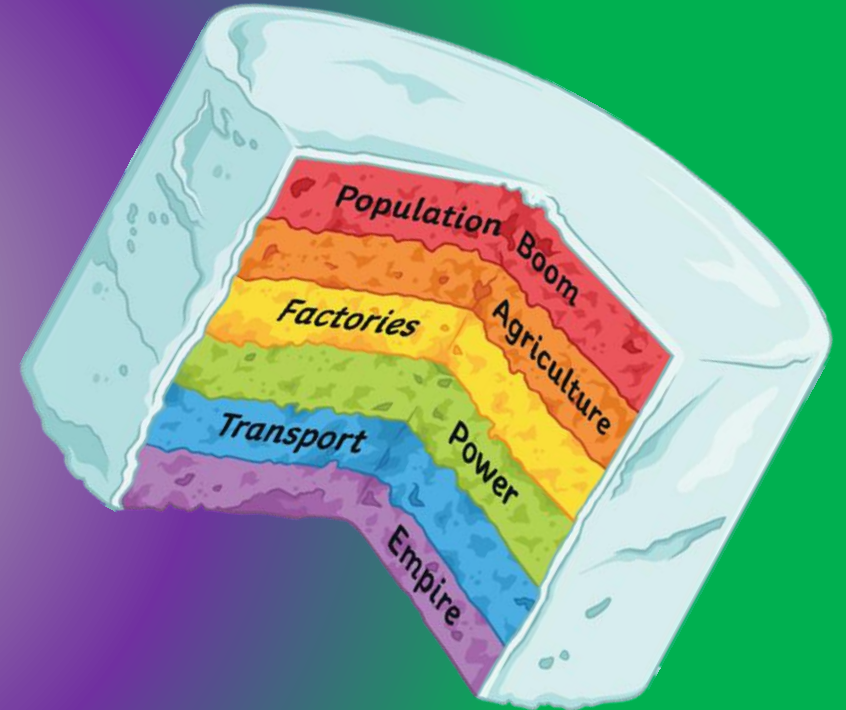
# Task – Use the subheading – *A recipe for a revolution*

Write a 'recipe' for the industrial revolution, in the style of a cooking recipe.

a) List ingredients (as on the previous slides)

b) Introduce each ingredient in the correct order as you would in a recipe, saying why each adds to the over-all recipe. We add this because... Use imperative verbs, like *mix*, *add*, *introduce* etc

c) Complete the recipe with an illustration – such as a cake slice. →



# The Workshop of the World



Britain became known as the 'workshop of the world' by the mid-19th century.

Can you explain what this means?





# Bournebrook

Church of England Primary School

# ChildLine

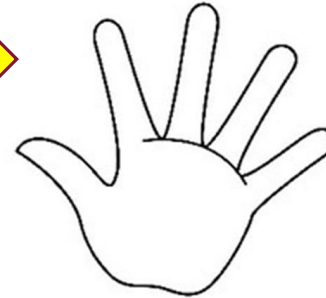
0800 1111



- 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.