

TUESDAY 21ST APRIL

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 (esp. the red stuff) – we will all be back together soon enough and we will need to continue from the same point (as best we can) when we do. Every little helps!



MATHS - YEAR 4

LO: ORDER AND COMPARE DECIMAL NUMBERS

Mental maths starter:

On the next slide, or practice the X table you are on (or remind yourself of all of them if you have already achieved your X tables badge!)

For additional information / help on today's tasks, watch:

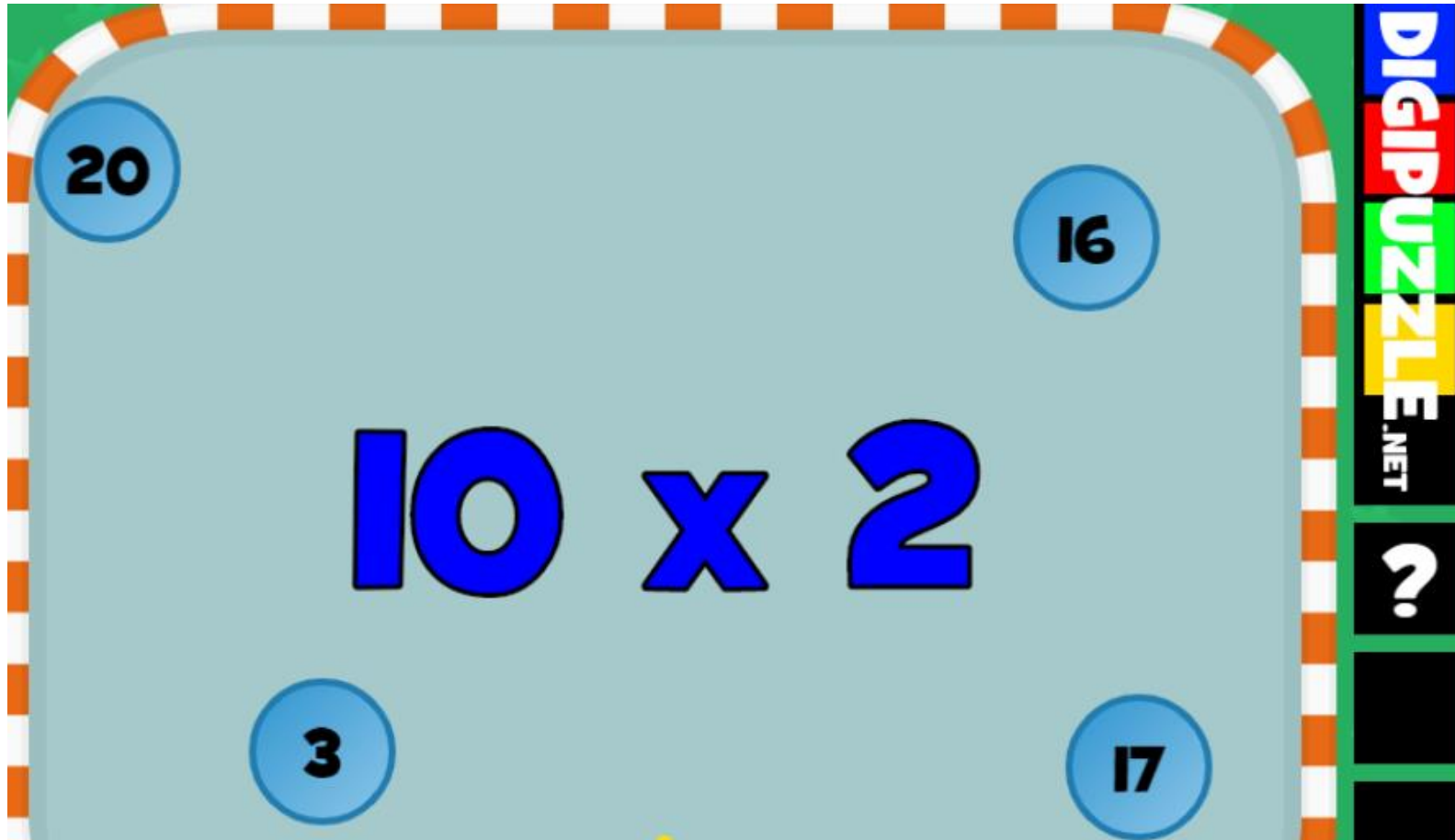


<https://www.khanacademy.org/math/arithmetic/arith-decimals/arith-review-decimals-number-line/v/identifying-tenths-on-a-number-line-math-4th-grade-khan-academy>



<https://www.khanacademy.org/math/arithmetic/arith-decimals/arith-review-decimals-number-line/v/decimals-on-a-number-line-2-examples>

<https://www.digipuzzle.net/minigames/mathracer/mathracer.htm?language=english>



TODAY WE'RE PLACING DECIMALS ON NUMBER LINES. TO DO THIS EFFECTIVELY YOU NEED TO :

- read and understand the scale and its divisions – know what each mark stands for
- look carefully at the position of each 'marker' – is it more or less than halfway between divisions?

Knowing the halfway point is very useful

- be aware of decimals to 1, 2 or more DP – know what you're focussing on and check before you write an answer

Like yesterday – choose your spiciness.



Page 15

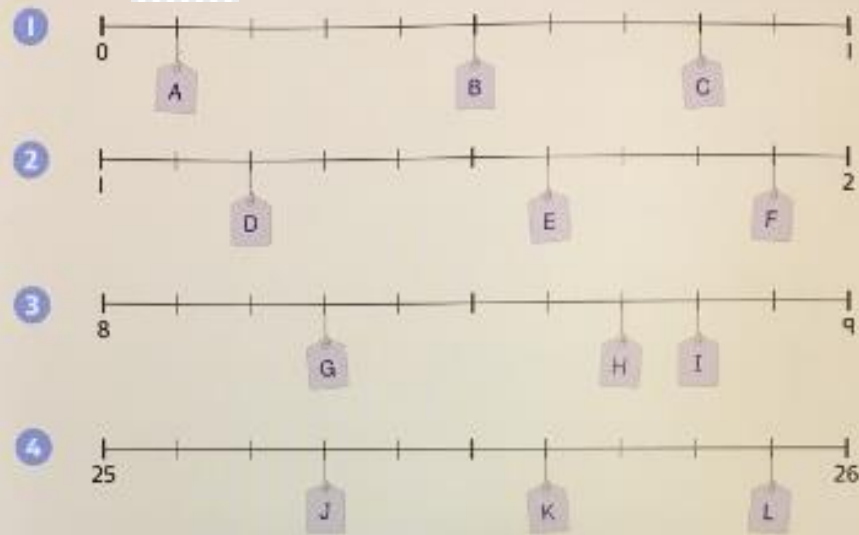


Page 16



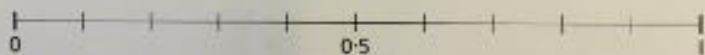
Page 17

- Top tip: use number bonds to 10 (and to 100 for hundredths) to work out tenths number bonds to next whole number.
- Also - on p16 and p17, there are some scales which may be trickier to read on your device - I will allow answers 1 more or 1 less, to compensate for this. (eg - if the answer was 3.6, I will allow answers 3.5, 3.6 or 3.7)



Complete these additions.

Use your bonds to help you.



5 $0.7 + \square = 1$

7 $0.5 + \square = 1$

9 $5.2 + \square = 6$

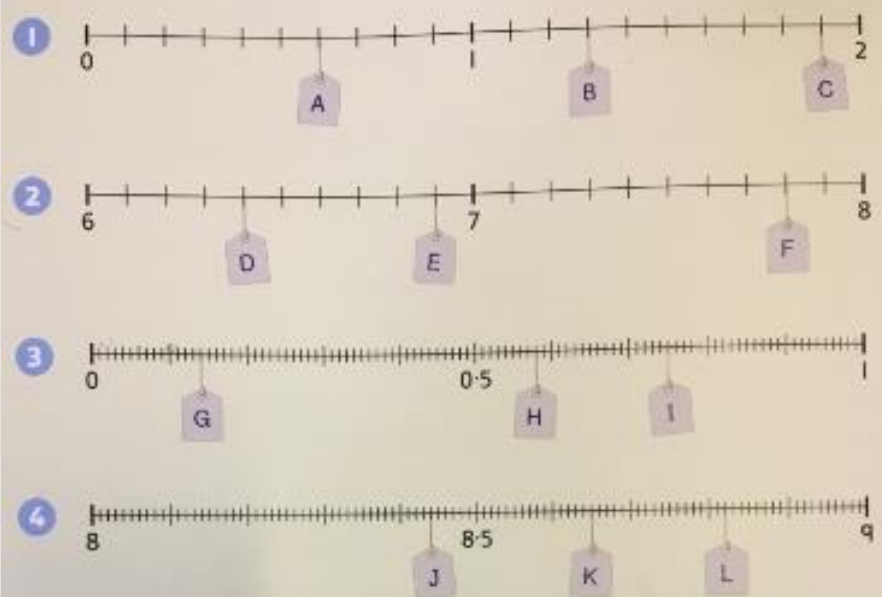
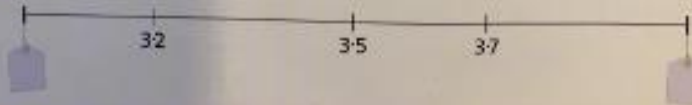
6 $0.6 + \square = 1$

8 $3.6 + \square = 4$

10 $7.3 + \square = 8$

THINK

What numbers are hidden on this line?



Complete these additions.

5 $13.7 + \square = 14$

7 $34.5 + \square = \square$

9 $12.8 + \square = \square$

6 $9.2 + \square = 10$

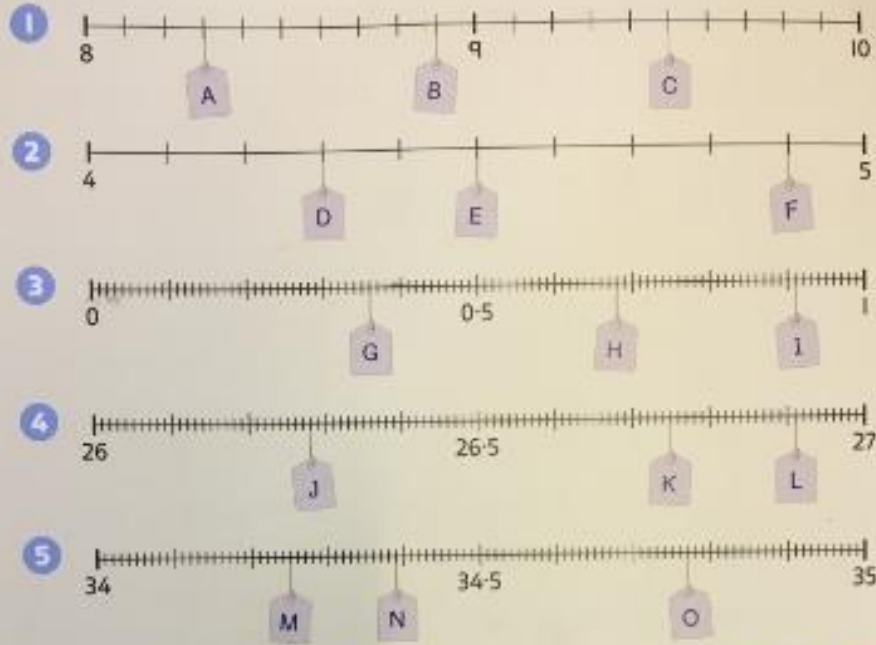
8 $23.6 + \square = \square$

10 $47.6 + \square = \square$

THINK



Mrs Cole has spilt her coffee on this number line.
Write what numbers are hidden by the coffee stains.



Complete these additions.

Use your bonds to 100.

6 $21.45 + 0.55 = \square$

8 $87.32 + \square = \square$

7 $63.84 + 0.16 = \square$

9 $56.27 + \square = \square$

THINK

On a number line between 6 and 7, how many 1-place decimals can be marked? How many 2-place decimals can be marked?



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 adjust your spice level.



Page 15

1. 0·1, 0·5, 0·8
 2. 1·2, 1·6, 1·9
 3. 8·3, 8·7, 8·8
 4. 25·3, 25·6, 25·9
 5. $0·7 + 0·3 = 1$
 6. $0·6 + 0·4 = 1$
 7. $0·5 + 0·5 = 1$
 8. $3·6 + 0·4 = 4$
 9. $5·2 + 0·8 = 6$
 10. $7·3 + 0·7 = 8$
- Think. 3·0 and 4·0



Page 16

1. 0·6, 1·3, 1·9
 2. 6·4, 6·9, 7·8
 3. 0·14, 0·58, 0·75
 4. 8·44, 8·65, 8·82
 5. $13·7 + 0·3 = 14$
 6. $9·2 + 0·8 = 10$
 7. $34·5 + 0·5 = 35$
 8. $23·6 + 0·4 = 24$
 9. $12·8 + 0·2 = 13$
 10. $47·6 + 0·4 = 48$
- Think. 4, 5 and 6



Page 17

1. 8·3, 8·9, 9·5
 2. 4·3, 4·5, 4·9
 3. 0·36, 0·68, 0·91
 4. 26·28, 26·75, 26·91
 5. 34·25, 34·39, 34·77
 6. $21·45 + 0·55 = 22$
 7. $63·84 + 0·16 = 64$
 8. $87·32 + 0·68 = 88$
 9. $56·27 + 0·73 = 57$
- Think. 9, 99

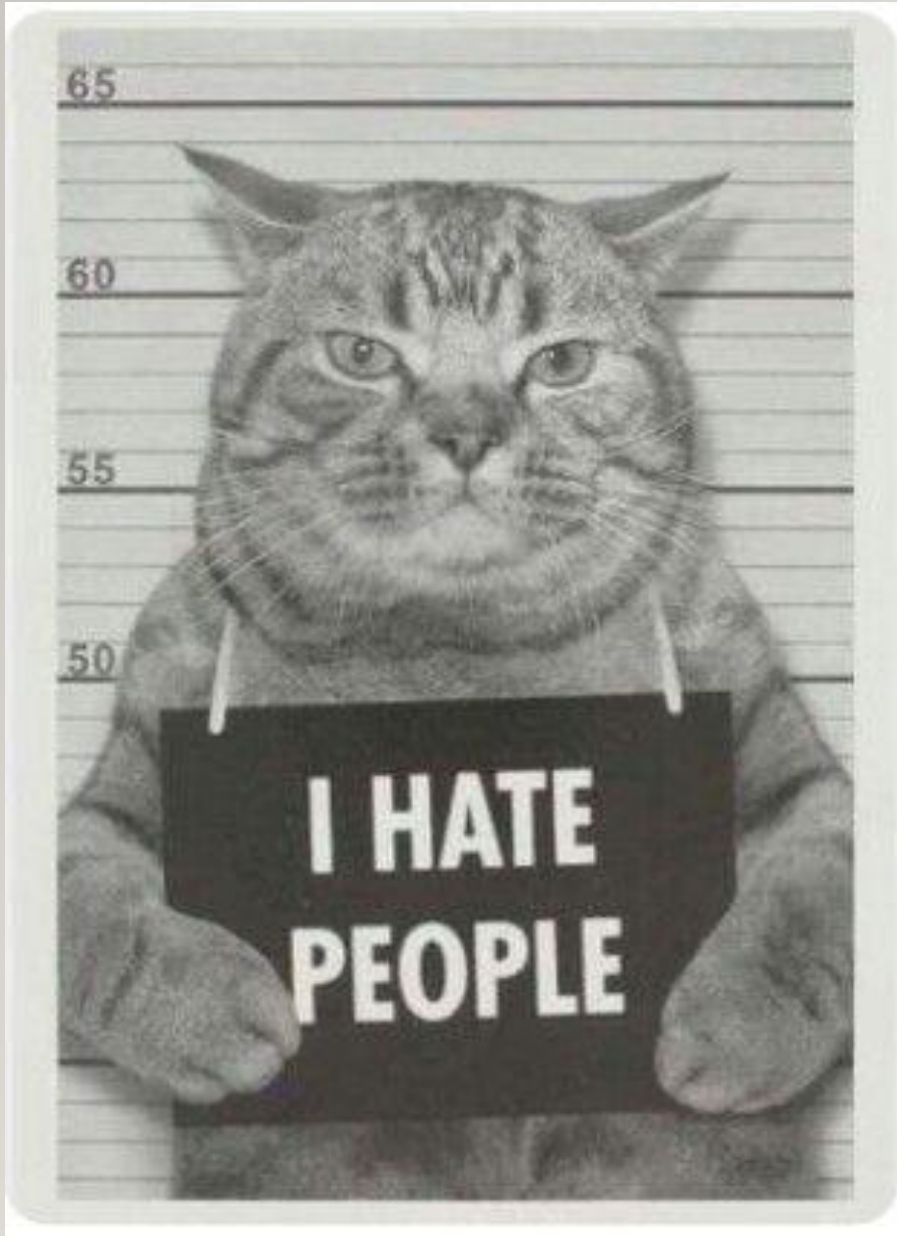
ENGLISH

LO: NARRATIVE (STORY) WRITING

- Today I would like you to write a story – in the same way we have been doing our ‘quick writes’ in class - but with a little extra time. Aim to write for between 35 and 45 minutes as this is as much about improving speed and quantity as it is your grammar and punctuation. It’s about building writing resilience.
- **Session 1 (today)– plan, then write, write, write!**
- Session 2, complete your story then proof read and edit to improve the first draft (if you have dictionaries etc., this may be a good time to use them 😊)
- Session 3, write out a final ‘best version’ draft with all improvements in place.

The next slide has the image I’d like you to write about, and the slide after that has some ‘stuff’ which may help you with your writing





Some things you may want to think about before you start:

Who is this cat? Who does it belong to? Why has it been arrested? What did it do? Why did it do it? Why does it have the sign? Where has it come from?

What words could you use to describe the cat? Here are a few to get you started.

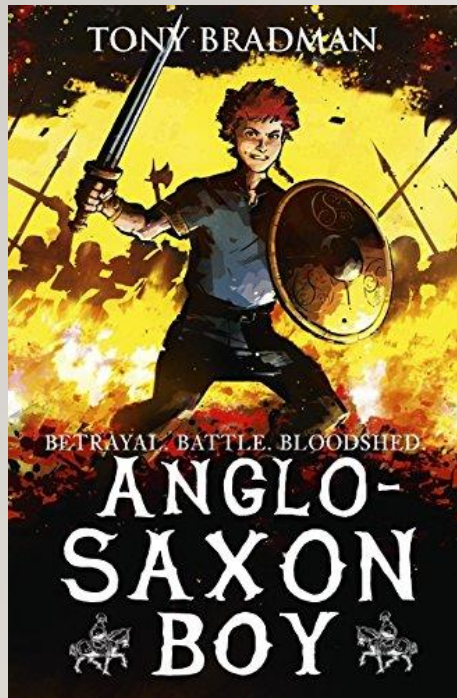
active, alert, athletic beautiful, biting, black, bouncy, brave, bushy. carnivorous, cautious, chasing, clawing, clean, cleaning, clever, climbing, colourful, comforting, comical, crazy, cuddling, cuddly, curious, discreet, diva-like, domestic, dumpy, elegant, energetic, furry grumpy, stripy...

When you start writing, ***have a brief plan*** of where you will start, what happens to end up with this image and how the narrative ends, even if it changes or adapts as you write. Don't worry about the details or the grammar or punctuation at this point – it's the content / quantity first. Tomorrow we fine-tune. Have fun!

Ps. Avoid too much "speech" – it's a story not a play-script.

READING COMPREHENSION

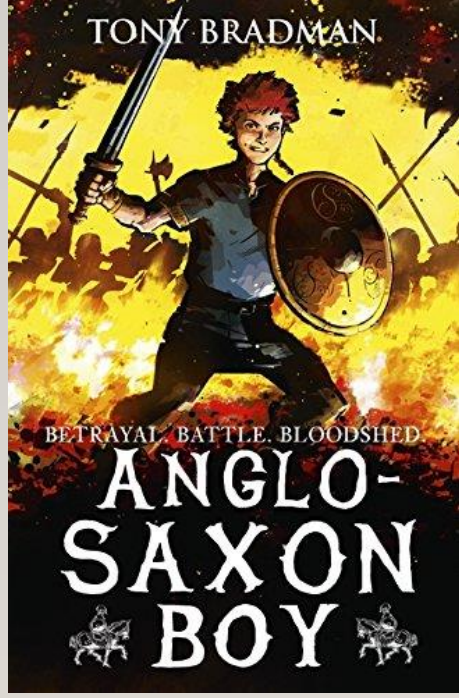
LO: RETRIEVAL FROM THE TEXT



- Read up to page 222 then answer the following questions:
 1. How did the men prepare for the battle that morning?
 2. What were on the Great War banners?
 3. Why did Harold ride out in front of the shield wall?
 4. What simile was used to describe Magnus' heart?

Answers on next slide – no peaking until you're done.

READING COMPREHENSION ANSWERS...



1. How did the men prepare for the battle that morning? **They ate, drank, prayed, wished each other luck**
2. What were on the Great War banners? **White dragon / fighting man**
3. Why did Harold ride out in front of the shield wall? **To give a battle cry / rally the troops / make the men feel better, get them ready to fight**
4. What simile was used to describe Magnus' heart? **Jumping like a bird trapped in a cage**

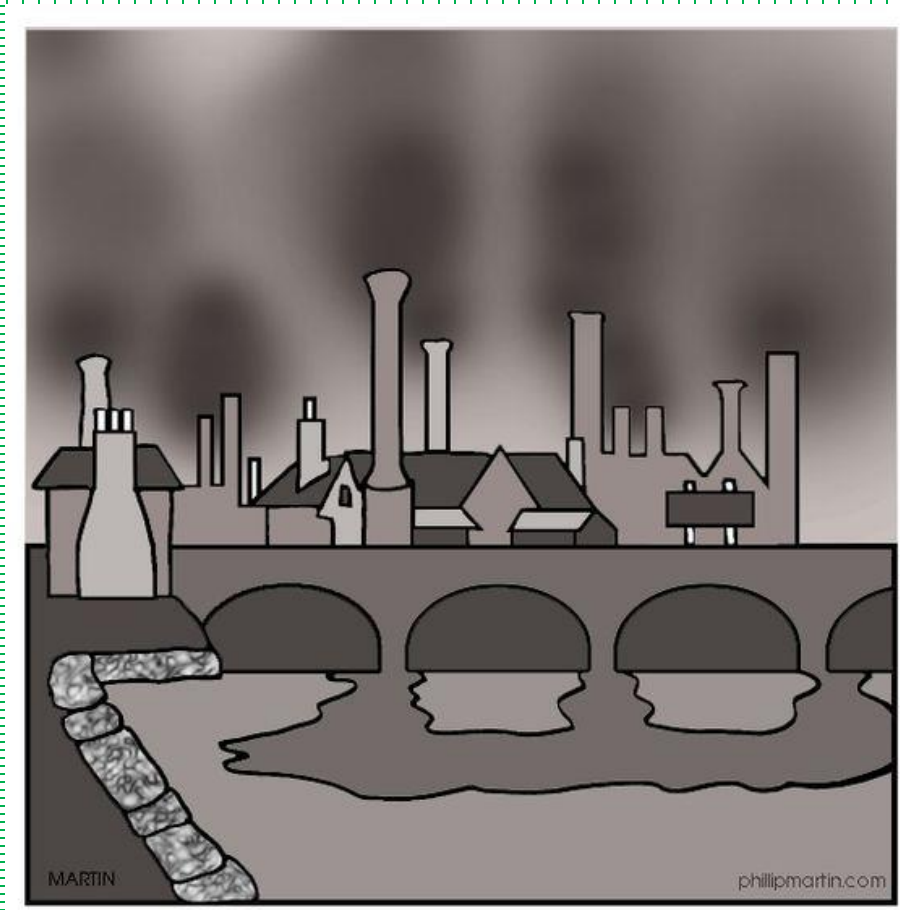
SPELLING

LO: PRACTISE SPELLINGS

- Write any spellings you found yesterday that you do not yet know (from last term's statutory list) into accurately punctuated sentences.
- Challenge: try to expand your noun phrases.



This term we are starting our new history topic on the Industrial Revolution



LO: What was life like before the Industrial Revolution?

- Read through the following slides – introducing life pre-Industrial revolution

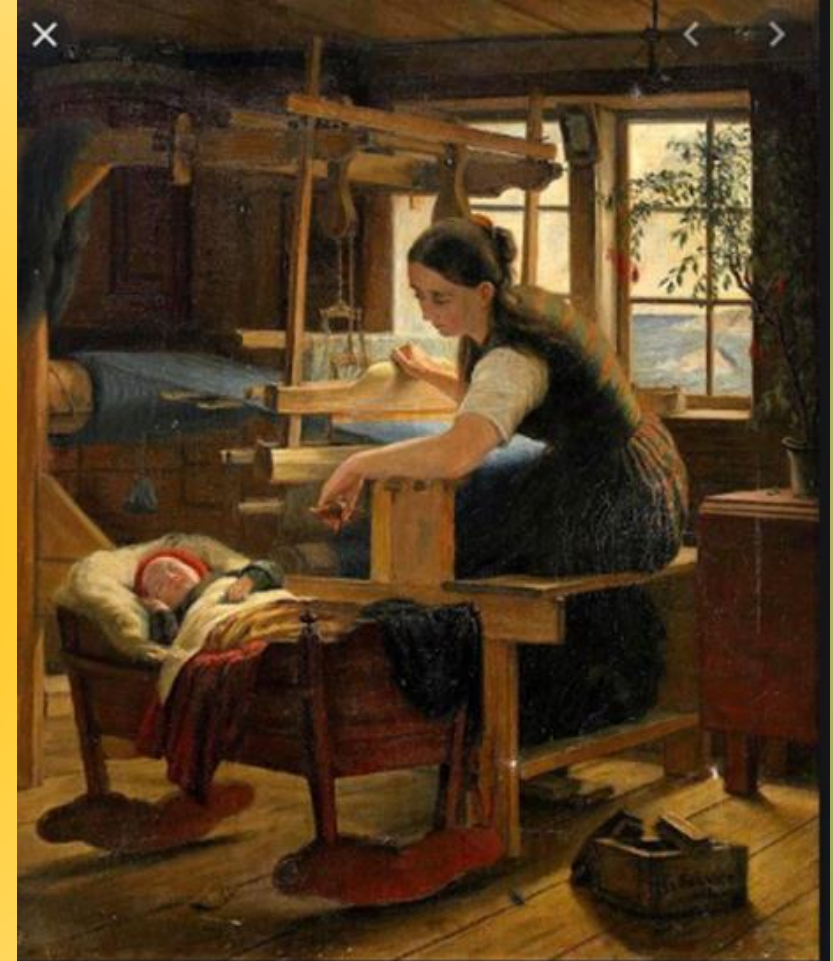
<https://www.slideshare.net/mmcdoald2/the-uk-before-the-industrial-revolution>

- Use secondary sources or web information such as on the following link to get a sense of life at this time.

<https://schoolshistory.org.uk/topics/british-history/industrial-revolution/before-the-industrial-revolution/>

Now look at the following 2 pages of images. The 3rd page has your tasks ON. (note: you may be able to enlarge / zoom the images, depending on what format you are accessing this in: PPT or PDF)

Look for evidence of rural life; pre-industrial revolution



Look for evidence of life; during the industrial revolution



Now answer the following questions, depending on your year group

Year 4 -

- Use the evidence in the images showing pre-industrial revolution to back up your answers to the following questions:
- 1)What sort of homes did people live in?
- 2)What jobs did they do?
- 3)How did they commute/travel?
- 4)What were the roads like?
- 5)Did they have much money?
- Finally: Would you have liked to live in rural Britain at this time – give 2+reasons for your answer.

Year 5 -

Look at the 3 pictures, which show city life during industrial revolution Britain.

Use the evidence in these images to back up your answers to the following questions:

- 1)What sort of homes did people live in?
 - 2)What jobs did they do?
 - 3)How did they commute/travel?
 - 4)What were the roads like?
 - 5)Did they have much money?
- Finally: Would you have liked to live in industrial Britain at this time – give 3+ reasons for your answer.

• Year 6 –

- Compare and contrast the 2 sets of pictures –
- by looking at both sets of images and considering the answers to the questions for years 4 and 5, write a description about how life had changed or remained the same for many families as they made the transition between rural and industrial ways of life.

All - Challenge: add images to your work to support what you have written 😊



Bournebrook

Church of England Primary School

ChildLine

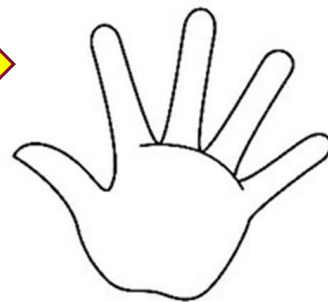
0800 1111



- 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.