

WEDNESDAY 22ND APRIL

BEECH CLASS

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

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

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



MATHS - YEAR 4

LO: TO ROUND DECIMALS TO THE NEAREST WHOLE NUMBER.



Mental maths starter: answer the 4 questions on the next slide – the answers are on the slide after that – use the ‘hints’ about the best method to solve the questions by paying attention to the key on the questions.

Remember – it's not so much about getting the answers right – it's about HOW you did it, so If you do make mistakes, take a moment to try and find a better 'route' to the answer. Mistakes show you're learning!



The slide after these questions / answers reminds you of key teaching points for rounding numbers, which we have covered before. However, the challenge this term is to apply this learning to decimal numbers (some of you have already had a go at this, so don't panic 😊)

KEY



Try mentally first



Try a written method



$$A. 467 + 4 =$$



$$B. 642 + 339 =$$



$$C. 363 + 475 =$$



$$D. \frac{1}{4} \text{ of } 12 =$$




THIRD SPACE
LEARNING

Year 4


Week 1 - Day 2


(ANSWERS)


KEY


 Try mentally first

 Try a written method

 A. $467 + 4 = 471$

 B. $642 + 339 = 981$

 C. $363 + 475 = 838$

 D. $\frac{1}{4}$ of 12 = 3

Remember to use the HIGH 5 rule.

If the number before is 0,1,2,3,4 you round down, If the number is 5,6,7,8,9 you round up (and will + on ONE).



Rounding to whole numbers

Here is a numberline showing the numbers from 15 to 16.



All of these numbers are closer to 15 than 16. They would stay at 15.

e.g. 15.3 → 15 (to nearest whole)

All of these numbers are closer to 16 than 15. They would round up to 16.

e.g. 15.6 → 16 (to nearest whole)

15.5 is exactly between 15 and 16. By convention, we round up to 16.

You might sometimes hear the rule "5 or more rounds up".

To round without a number line:

1) Identify the units digit.

6.42 The units digit is 6.

2) Work out the next unit up.

6.42 is between 6 and 7

3) Decide if it stays or rounds up.

6.42 Use the tenths digit to decide. "5 or more rounds up", so 4 will stay down.

6.42 → 6

These videos may also be useful: Be glad this ↓ isn't your teacher 😊!!

<https://www.youtube.com/watch?v=VQa8gT5lvFO>

<https://www.youtube.com/watch?v=9ZEUoGutPzM>

<https://www.youtube.com/watch?v=FZhWVy8INyk>

TODAY WE'RE ROUNDING DECIMALS TO THE NEAREST WHOLE NUMBER / ONES PLACE.

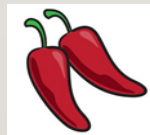
THE SC TO DO THIS EFFECTIVELY :

1. LOOK AT THE NUMBER IN THE TENTHS COLUMN
2. TRY AND WORK OUT WHICH WHOLE NUMBERS WOULD BE EITHER SIDE OF THIS ONE, IF IT WERE ON A NUMBER LINE (VISUALISE IT)
3. REMEMBER THAT 0,1, 2, 3, 4 ROUNDS DOWN, BUT 5, 6, 7, 8, 9 ROUNDS UP – WHICH MEANS +1 TO ONES DIGIT (OR DIGIT YOU ARE ROUNDING TO.)
4. REMEMBER, 100TH'S DIGITS ARE SMALLER THAN 10TH'S – FOCUS ON THE 10TH'S FOR TODAY'S TASKS.

Like yesterday – choose your spiciness! Look at the tasks carefully before you choose.



Page 20



Page 21



Page 22



Rounding decimals

Round these decimals to the nearest whole number.

- | | | | | | |
|---|------|---|------|----|------|
| 1 | 3.8 | 5 | 9.1 | 9 | 31.6 |
| 2 | 6.2 | 6 | 17.4 | 10 | 22.6 |
| 3 | 13.5 | 7 | 12.3 | | |
| 4 | 27.9 | 8 | 1.4 | | |

Order these groups of three decimals from smallest to largest.

- | | | | |
|----|------------------|----|------------------|
| 11 | 3.6, 6.3, 2.3 | 14 | 10.2, 10.9, 9.9 |
| 12 | 16.8, 18.6, 18.1 | 15 | 3.8, 5.8, 9.3 |
| 13 | 1.9, 1.7, 1.1 | 16 | 22.2, 21.7, 22.7 |

Write a 1-place decimal number between these pairs of numbers.

- | | | | | | |
|----|---------------|----|---------------|----|---------------|
| 17 | 13.6 and 15 | 19 | 27.1 and 27.9 | 21 | 81.1 and 81.6 |
| 18 | 34.8 and 35.8 | 20 | 54.4 and 54.8 | 22 | 12.2 and 22.2 |

If the digit after the decimal point is 5 or greater, remember to round up.



Write seven different 1-place decimals that all round to 10. Which numbers round to 0?



Round these decimals to the nearest whole number

- | | | | |
|---|------|---|------|
| 1 | 63.7 | 5 | 14.6 |
| 2 | 82.5 | 6 | 39.7 |
| 3 | 19.1 | 7 | 62.5 |
| 4 | 43.6 | 8 | 1.1 |

Write a decimal number between these pairs of numbers.

- | | | | | | |
|----|-------------|----|---------------|----|---------------|
| 9 | 13 and 14 | 11 | 54.1 and 54.5 | 13 | 11.1 and 11.6 |
| 10 | 21.2 and 22 | 12 | 72.6 and 73 | 14 | 112.1 and 13 |

Solve these word problems.

- 15 Amir is buying cloth to make curtains. He needs 4.6 m of cloth but it is only sold in whole metres. How much cloth does he need to buy?
- 16 Flour is sold in kilogram bags. How many kilogram bags must the school cook buy if she needs 8.7 kg of flour?
- 17 Jackie needs 24.5 cm of ribbon to put around the edge of a wedding cake. She can only buy ribbon in whole centimetres. How much does she need to buy?



How many 1-place decimal numbers round to 7? Is this the same as for 8? And for 1? And for 0?

- | | | | | | |
|---|------|---|-------|----|-------|
| 1 | 29.8 | 5 | 38.3 | 9 | 75.39 |
| 2 | 16.5 | 6 | 7.61 | 10 | 42.55 |
| 3 | 11.1 | 7 | 12.85 | | |
| 4 | 64.6 | 8 | 90.14 | | |



Find a 2-place decimal number between these pairs of numbers.

- | | | | | | |
|----|---------------|----|---------------|----|---------------|
| 11 | 10.1 and 10.2 | 13 | 63.8 and 64 | 15 | 12.7 and 13 |
| 12 | 72.6 and 74.1 | 14 | 92.2 and 92.4 | 16 | 54.5 and 54.9 |

Solve these word problems.

- 17 A builder needs 24.7 m of skirting board for a room. He can only buy a whole number of metres of skirting board. How much must he buy?
- 18 James has two partly-used bags of sand. One weighs 10.45 kg and the other weighs 15 kg. How much sand does he have in total?
- 19 A shop has 25.15 m of ribbon. Someone buys 10 m of it. How much is left?



THINK

How many 2-place decimal numbers round to 7? Is this the same for 8? And for 1? And for 0?

Answers on the next slide - remember to do 3 questions, then check –

Wrong? Try to work out where you are making mistakes / look at guidance again or use a resource which could help (eg. the YouTube videos), then do the next 3 Q's.

Still wrong? Ask an adult or change the task / spiciness.

Page 20

- 4
 - 6
 - 14
 - 28
 - 9
 - 17
 - 12
 - 1
 - 32
 - 23
 - 2·3, 3·6, 6·3
 - 16·8, 18·1, 18·6
 - 1·1, 1·7, 1·9
 - 9·9, 10·2, 10·9
 - 3·8, 5·8, 9·3
 - 21·7, 22·2, 22·7
 - A 1-decimal place number between 13·6 and 15
 - A 1-decimal place number between 34·8 and 35·8
 - A 1-decimal place number between 27·1 and 27·9
 - 54·5, 54·6 or 54·7
 - 81·2, 81·3, 81·4 or 81·5
 - A 1-decimal place number between 12·2 and 22·2
- Think. Seven 1-decimal place numbers that round to 10, e.g. 9·5, 9·6, 9·7... 10·4; -0·4, -0·3, -0·2, -0·1, 0·0, 0·1, 0·2, 0·3 and 0·4 round to 0

Page 21

- 64
 - 83
 - 19
 - 44
 - 15
 - 40
 - 63
 - 1
 - A decimal between 13 and 14
 - A decimal between 21·2 and 22
 - A decimal between 54·1 and 54·5
 - A decimal between 72·3 and 73
 - A decimal between 11·1 and 11·6
 - A decimal between 12·1 and 13
 - 5 m
 - 9 bags
 - 25 cm
- Think. 10 1-place decimals round to 7. Yes, yes, yes.

Page 22


- 30
 - 17
 - 11
 - 65
 - 38
 - 8
 - 13
 - 90
 - 75
 - 43
 - A 2-place decimal between 10·1 and 10·2
 - A 2-place decimal between 72·6 and 74·1
 - A 2-place decimal between 63·8 and 64
 - A 2-place decimal between 92·2 and 92·4
 - A 2-place decimal between 12·7 and 13
 - A 2-place decimal between 54·5 and 54·9
 - 25 m
 - 25·45 kg
 - 15·15 m
- Think. 100 2-place decimals (from 6·50 up to 7·49) round to 7. Yes, yes, yes.

ENGLISH

LO: EDITING NARRATIVE WRITING

- Today I would like you to look back at your cat story – in the same way we have been doing our ‘quick writes’ in class - but with a little extra time. Remember today is about improving quality as well as your grammar and punctuation. It’s about improving your writing.
- Session 1, plan, then write, write, write!
- **Session 2, (today) - complete your story if you need to 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 you wrote about, and has some ‘stuff’ which may help you with your editing



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

Read through your story. Ask yourself, **does it make sense / is it interesting and engaging to read / does it have enough detail?**

If the answer is 'I dunno' or 'no', make changes to improve it.

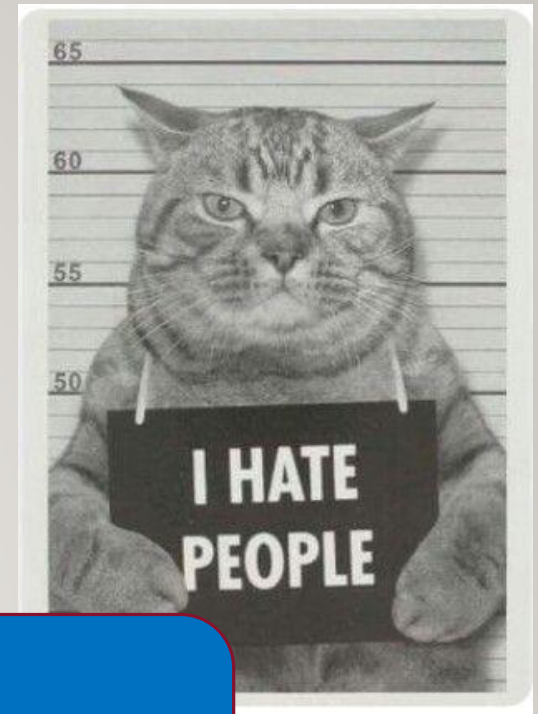
Have you used **interesting vocabulary** – if you can find ANY opportunity to improve – do so. Use a thesaurus (book or online) or your brain ... or, ask an adult... we can be very useful for this kind of stuff!

Examples; active, alert, athletic beautiful, biting, black, bouncy, brave, bushy, carnivorous, cautious, elegant, energetic, furry grumpy, stripy...

Have you included plenty of **expanded noun phrases** and **interesting description**? We have been working on these things all year, so they should be much more evident in your work.

Have you used a good range of punctuation?: CAPs . , ! ? “” Non-negotiables should ALWAYS be in place – but can you slip in some of the others to make it more interesting? (Y5 - ... () -)

Ps. Changes, crossings out, editing slips are all part of the process – the tidy draft will be tomorrow so don't worry about it being messy!

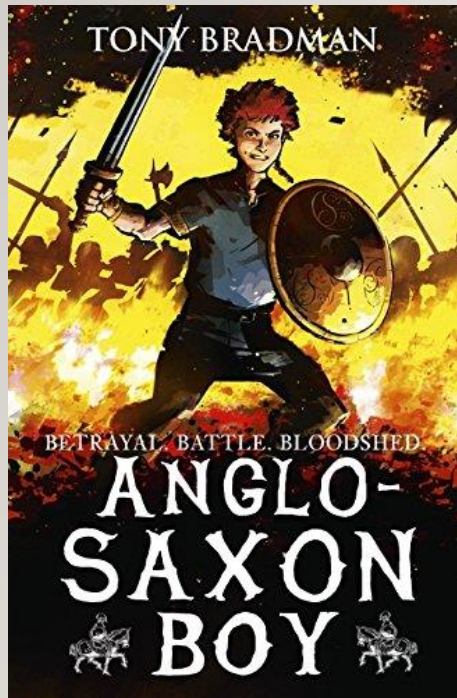


GET ~~BREXIT~~ **EDIT** DONE!



READING COMPREHENSION

LO: INFER DETAILS FROM A TEXT



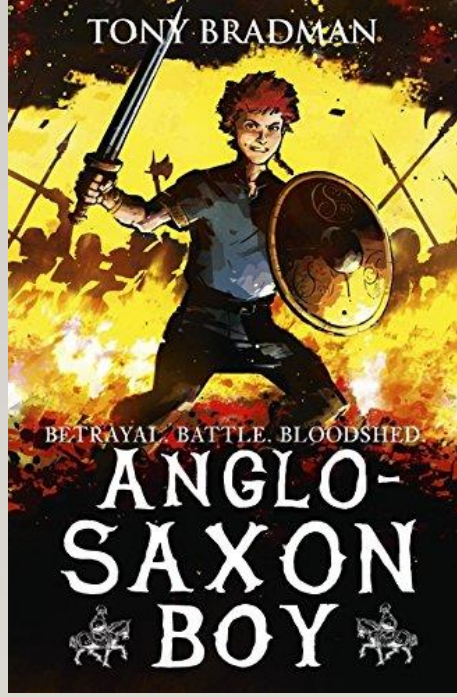
Read Anglo Saxon boy, from page 222 to the end of chapter 20 then answer the following questions:

1. Why do you think, at the end of the battle, Magnus had to be saved?
2. Why were the last words Hakon spoke, 'Live long, Magnus'?

Answers on the next page – no sneaky peeky!

READING COMPREHENSION

ANSWERS



1. Why do you think, at the end of the battle, Magnus had to be saved? **He was Harold's heir – and could become the king**
2. Why were the last words Hakon spoke, 'Live long, Magnus'? **He was planning to die in the battle and would not see Magnus again.**

HANDWRITING

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

Wake up and decide to have a great day,

Cheer up and think how great it is to be you!

Look up at the sky and be grateful for this Earth.

Build up your brain by learning new things then

reach up for new dreams and goals!

Lift up others with kind words and deeds, today is

the day to be 'up'-lifted.

SCIENCE

LO: To explore forces.

In Science this term, you'll be learning all about forces.

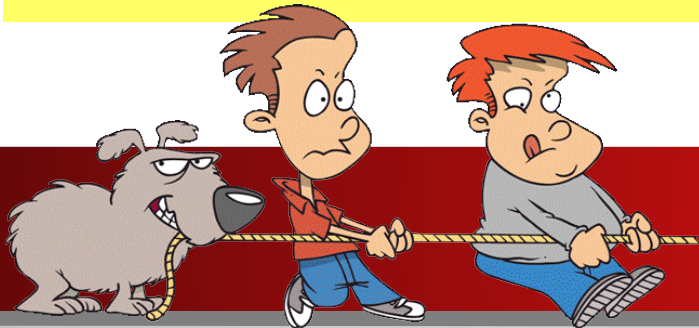
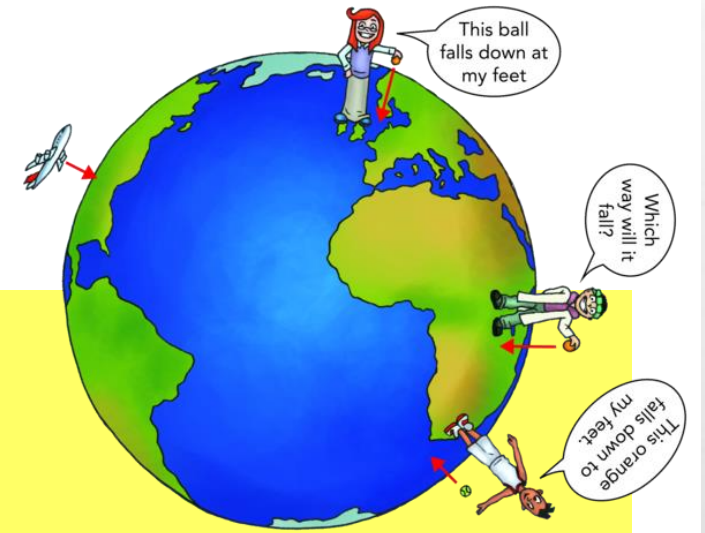
Begin by reading the following information **carefully** to find out what a force is:

<https://www.bbc.co.uk/bitesize/topics/zvpp34j/articles/zywcrdm>

Then, watch the following video of forces in action:

<https://www.bbc.co.uk/bitesize/clips/zyd9wmn>

Finally, answer the questions on the following slides **in your green book**.



Forces

A force is either a push or a pull. Forces make things move in different directions.
When you squash or stretch something, you are using a force.

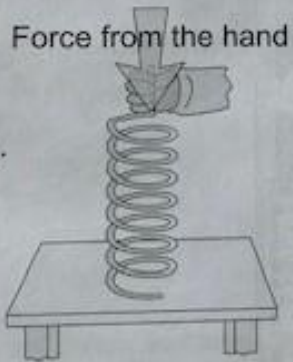
1. Here are two pictures of a spring stuck to a table. Sam puts a **force** on the spring, in the direction shown by the arrow. Will the spring get **longer** or **shorter** when Sam puts the force on?

Tick one box.

The spring will get...

...longer.

...shorter.



Tick one box.

The spring will get...

...longer.

...shorter.



2. Use the words in the box to fill in the blanks in the sentences below.



Carlos is using a
force to move the boat.



Nigel and Dave are using a
force to get the fish out of the water.

PULLING
PUSHING

3. Fill in the blanks in the sentences below.

Here's a clue — both
words start with 'p'.

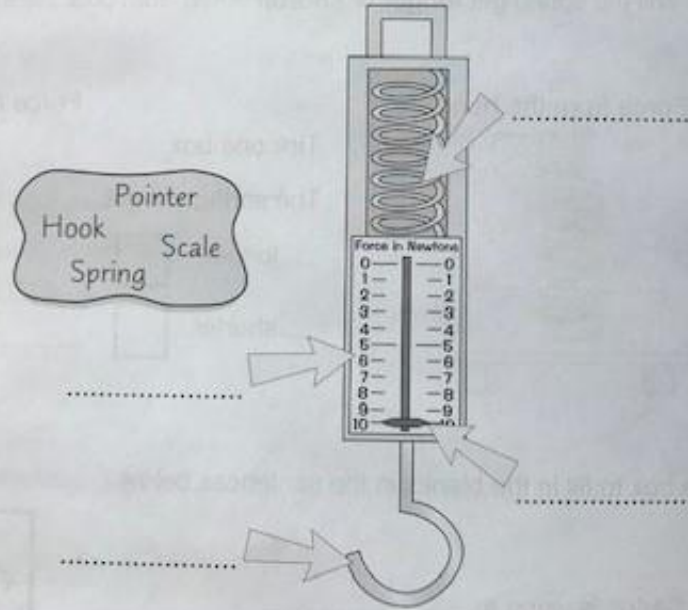
Forces are either or actions.

Forces always go in one

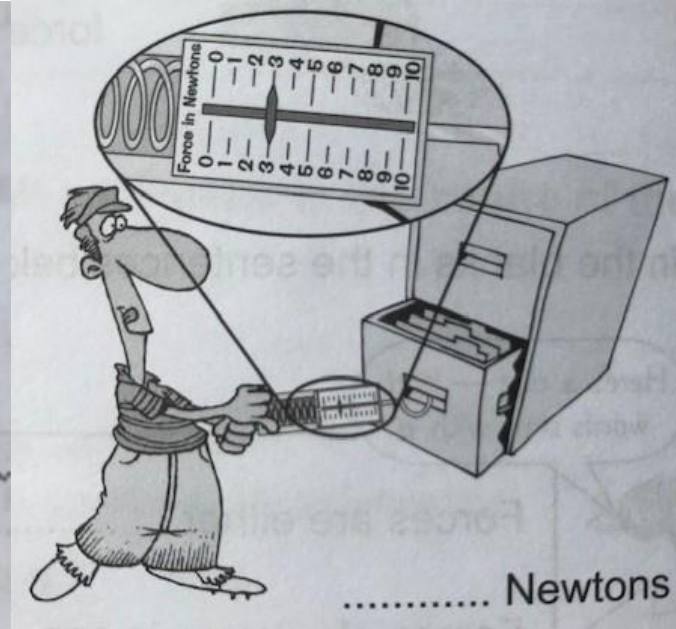
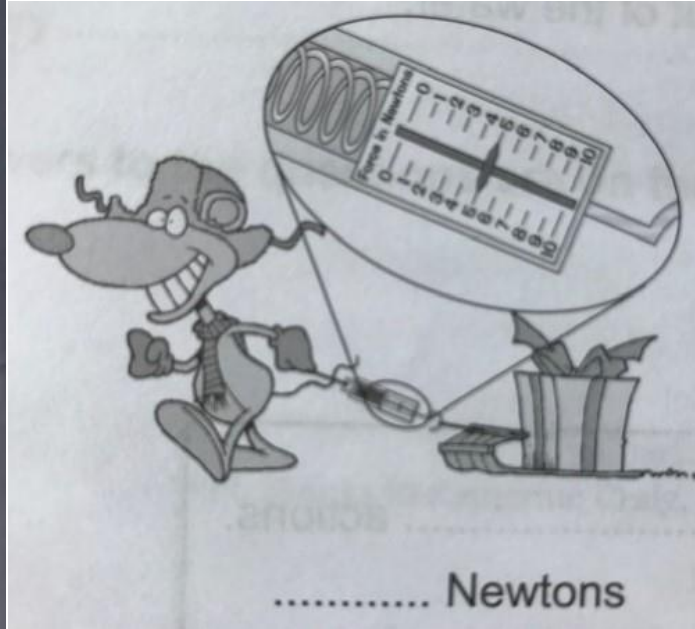
Forcemeters

When you want to measure a force, you can use a forcemeter. It tells you exactly how hard you are pulling on something. Forces are measured in Newtons.

1. Here is a picture of a **forcemeter**. Use the words from the blob to fill in the labels.



2. Write down what **force** is showing on these forcemeters, in the space under each picture.



Forces and Movement

3

A force is needed to make an object move across a surface. This force will be bigger if the object is heavy or the surface is rough. Forces can also speed up or slow down moving objects.

1. Look at these two pictures. The arrows show the direction of a force on each moving object. For each picture, write down if the object is **speeding up** or **slowing down**.



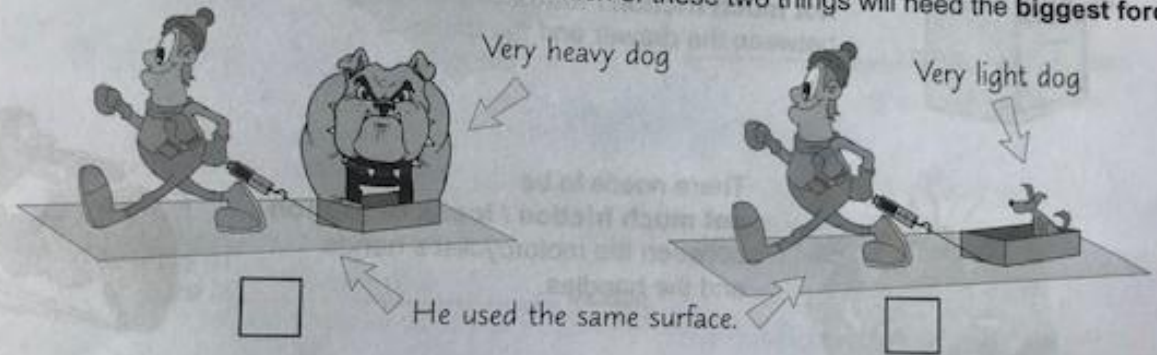
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.....

Circle the correct word below to complete this sentence about forces.

A big force will make an object speed up **more** / **less** than a small force.

2. Chris is seeing how much force it takes to get different things to start moving on the **same surface**. Tick (✓) a box to show which of these two things will need the **biggest force**.



Chris is pulling the dogs over a polished wooden floor. Would he need **more force** or **less force** to get the dogs moving on a thick carpet? Tick (✓) your answer below.

More force Less force

Explain your answer:

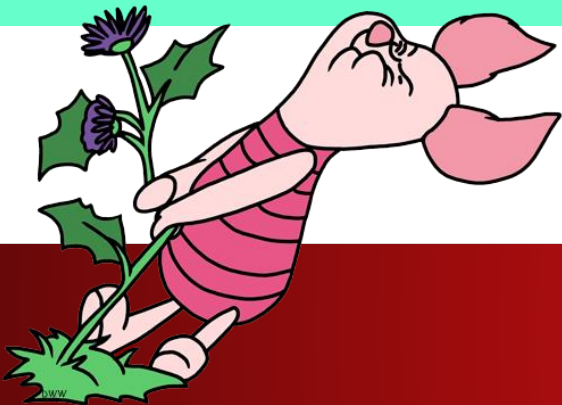
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Answers are on the final slide – mark your work when it's complete.

CHALLENGE

1 – Look around your house. Can you see anyone using a force? Write down three examples of a pushing force & three examples of a pulling force that you can see being used. Here's one to start you off – someone might be using a pulling force to open a cupboard.

2 – Imagine two people pushing a box in opposite directions. What would happen if they pushed with equal strength? What would happen if one person was stronger?



ANSWERS



Page 1 — Forces

1. Force going down: shorter should be ticked.
Force going up: longer should be ticked.
2. pushing, pulling
3. pushing/pulling, pulling/pushing, direction

Page 2 — Forcemeters

1. Clockwise from top right — spring, pointer, hook, scale.
2. From left to right: 5 Newtons, 3 Newtons.

Page 3 — Forces and Movement

1. From left to right: speeding up, slowing down.
'More' should be circled.
2. The very heavy dog should be ticked.
'More force' should be ticked.
Because the thick carpet has a rougher surface than the polished wooden floor.





Bournebrook

Church of England Primary School

ChildLine

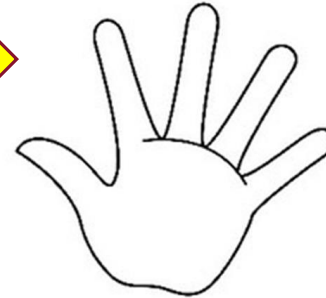
0800 1111



- 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.