

MONDAY 20TH APRIL

BEECH CLASS

GOOD MORNING AND WELCOME BACK EVERYONE. TODAY'S SUBJECTS ARE AS FOLLOWS...

1. Maths (30-45 mins)
2. English (30-45 mins)
3. Reading comprehension (20-30 mins)
4. Spelling (15 mins)
5. PE (15-30 mins)
6. ICT (30-50 mins)

Tip: Everyone should ideally aim to complete the **red/core subjects** each day as these are the most important – (If you have been struggling, focus your energies on the maths and English lessons then see how you get on after that.) I have indicated roughly how long I think you should spend on these tasks, but you may wish to take longer, which is your choice. Remember to take breaks too – I hope this helps. x

I hope you have a lovely break over Easter, and you're feeling ready to get back into the swing of a little learning.



*A smile is the
curve that sets
everything straight*

MATHS - YEAR 4

LO: ORDER AND COMPARE DECIMAL NUMBERS

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

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 and use one of the games for mental X or \div on their website.

TEACHING POINTS: TASKS – TODAY YOU ARE ORDERING DECIMALS (SMALLEST COMPARED TO LARGEST,) YOU WILL USE THE SIGNS $<$ $>$. (WE OFTEN USE THE CROCODILE ANALOGY – IT ALWAYS EATS/FACES THE LARGER NUMBER!)

LESS THAN IS $<$ $3 <$ (IS LESS THAN) 8 GREATER THAN IS $>$ $9 >$ (IS GREATER THAN) 2

There are 2 pages to choose from today – choose your spice level and if it's too mild or too hot, change task.



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Page 14

- **Top tips when comparing decimals:**



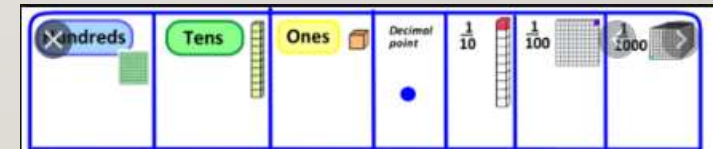
If there are no units then place a 0 in the units column before the decimal point → e.g. 0.9 - it makes it easier to compare

Zeros can be used as placeholders to the right of the number if it helps e.g. 9.100

Remember, each place value column is 10 times larger as you move to the left, 10 times smaller as you move to the right

Write column headings - H T U • $\frac{1}{10}$ $\frac{1}{100}$ if it helps to remember your Place Value (PV)

When comparing decimals, it's helpful to list them one above the other, so PV can be compared easily





Write < or > between each pair of decimal numbers

- 1 2.4 4.2 4 3.24 3.98
- 2 1.4 1.2 5 4.72 4.54
- 3 3.6 3.9 6 6.23 6.64

Put these decimal numbers in order from the smallest to the largest.

- 7 3.7, 3.1, 3.4 9 3.56, 3.65, 3.53
- 8 7.2, 7.7, 2.7 10 4.09, 4.81, 4.01

Complete these additions to get to the next whole number.

- 11 $6.3 + \square = 7$ 14 $4.4 + \square = 5$
- 12 $3.4 + \square = 4$ 15 $7.7 + \square = 8$
- 13 $8.1 + \square = 9$ 16 $9.2 + \square = 10$

Answers on the next slide!



- 1 3.4 3.9 3.5
- 2 6 6.2 2.2
- 3 1.4 0.4 0.7
- 4 3.64 6.43 4.36
- 5 7.25 7.02 7.89
- 6 5.61 6.01 5.99
- 7 8.84 9.01 8.49
- 8 2.77 2.73 2.80

Write the numbers being described as decimals.

- 9 seven and three-tenths and four-hundredths
- 10 four and six-tenths
- 11 nine and seven-tenths and eight-hundredths



Write three decimal numbers between 2 and 3 where none of them have any tenths. Write them in order, from smallest to largest.

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 / try a different level.

Page 13 answers



Page 13

1. $2.4 < 4.2$
 2. $1.4 > 1.2$
 3. $3.6 < 3.9$
 4. $3.24 < 3.98$
 5. $4.72 > 4.54$
 6. $6.23 < 6.64$
 7. 3.1, 3.4, 3.7
 8. 2.7, 7.2, 7.7
 9. 3.53, 3.56, 3.65
 10. 4.01, 4.09, 4.81
 11. $6.3 + 0.7 = 7$
 12. $3.4 + 0.6 = 4$
 13. $8.1 + 0.9 = 9$
 14. $4.4 + 0.6 = 5$
 15. $7.7 + 0.3 = 8$
 16. $9.2 + 0.8 = 10$
- Think. Answers will have a difference of 1.

Page 14 answers



Page 14

1. 3.4, 3.5, 3.9
2. 2.2, 6, 6.2
3. 0.4, 0.7, 1.4
4. 3.64, 4.36, 6.43
5. 7.02, 7.25, 7.89
6. 5.61, 5.99, 6.01
7. 8.49, 8.84, 9.01
8. 2.73, 2.77, 2.80
9. 7.34
10. 4.6
11. 9.78

Think. Answers will vary but each number will have 2 units and 0 tenths. Example: 2.07

ENGLISH

LO: RECOGNISE AND USE 'PRONOUNS'

**Context / purpose: Recap on the definition of pronouns and why they are used in sentences.
Know how to use pronouns to avoid repetition in your writing.**

Today's tasks:

All – list all of the pronouns you can spot in the box on slide 1.

Mrs Walsh's group – complete the task on slide 2

Year 4 – complete the task on slide 3

Year 5: Complete the task on slide 4

(answers will be at the end of this powerpoint – no sneaky-peeky!)



You may find the following useful to go through before you start:

<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-pronoun/introduction-to-pronouns/v/what-is-a-pronoun-the-parts-of-speech-grammar>

Pronouns

Once you start looking for them, you'll realise that you use pronouns all the time.

Pronouns replace a noun

1) Pronouns save you from repeating a noun over and over again. They're really pretty nifty.

Marc said he would bring the doughnuts, but he forgot them.

'He' is a pronoun which replaces the name 'Marc'.

'Them' is a pronoun which replaces 'the doughnuts'.

2) Take care with pronouns — sometimes it's not clear who you're talking about:



April cooked her mum a meal and she thought it was fantastic.

It's not clear who thought the meal was fantastic.



These are the main pronouns

There are two groups of pronouns, and you need to learn both really well. If you don't use the right one your sentences won't make sense. See p.26 for more.

EXAMPLES

I you he she it we they → Use these if the person or thing is doing the action.

The pronouns for 'you' and 'it' are the same.

They built a go-kart. I hit the zombie with a broom.

me you him her it us them → Use these if the person or thing is having the action done to it.

The sundae is for her. The zombie chased me.

This rule is for active sentences. If it's a passive sentence (see p.9), you need to swap the pronoun types round, e.g. 'I was chased by the zombie.'

SLIDE 1

EVERYONE – GROUP THESE WORDS INTO 2 LISTS: NOUNS (INCLUDING PROPER NOUNS) AND PRONOUNS

me

crying

Ash

dominoes

costume

Hassan

it

they

your

leggings

classroom

her

mine

them

singing

him

SLIDE 2 – COPY OUT SENTENCES INTO YOUR BOOKS

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

My friend Hassan stood in front of me in his peasant costume.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking her head round the door.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.



SLIDE 3 – COPY OUT SENTENCES INTO YOUR BOOKS

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

My friend Hassan stood in front of me in his peasant costume.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking her head round the door.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

Now see if you can change some of the nouns to pronouns in these sentences, to make the meaning clearer.

Ash was feeling nervous. Ash was feeling so nervous, Ash found even tying Ash's shoelaces difficult. Ash's best friend, Hassan, was worried about Ash.

SLIDE 4 - COPY OUT SENTENCES INTO YOUR BOOKS

For each sentence, underline the noun and circle the pronoun that it has been replaced with.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking her head round the door.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

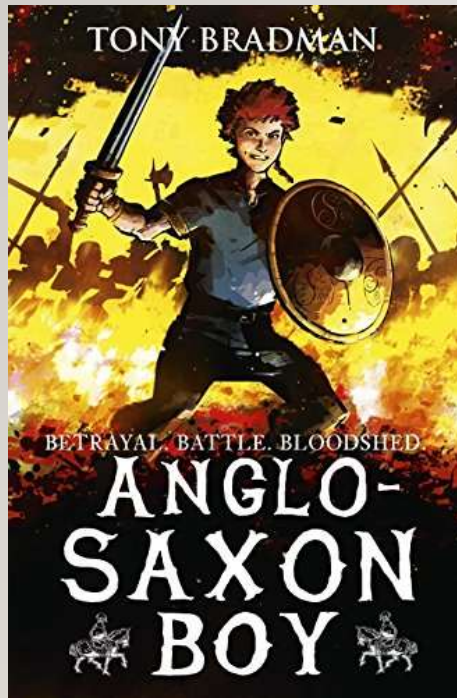
Choose a colour for each character in this extract. Colour in the nouns and pronouns to show which person they are referring to.

"You lot!" Miss Underbridge poked her head round the door frame. She frowned behind her thick-rimmed glasses and her bobbed hair swung about in a way that seemed particularly stern. "Where have you been? We're all waiting. Mr Rivers looks as if he's about to explode. Come on!"

We rushed to the door. Hassan had to move his legs twice as fast as me to keep up. Janelle, on the other hand, practically glided towards the hall.

READING COMPREHENSION

LO: RETRIEVE INFORMATION FROM A TEXT



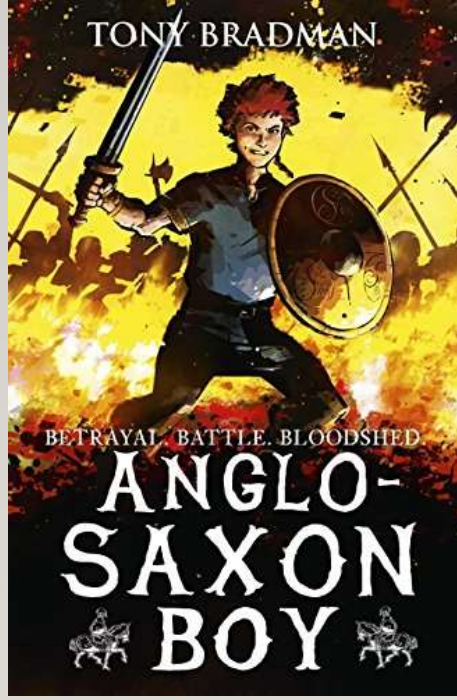
Read Anglo Saxon boy, from chapter 20 up to page 219

- 1) Where did Harold's army camp?
- 2) What town was it near?
- 3) Where did Magnus' mother go?

Answers on next page... no sneaky peeky!

READING COMPREHENSION

LO: RETRIEVE INFORMATION FROM A TEXT



Answers

- 1) *Where did Harold's arm camp?*
Senlac Ridge
- 2) *What town was it near? Hastings*
- 3) *Where did Magnus' mother go?*
London with Gytha

SPELLING

LO: TEST YOURSELF ON LAST TERM'S SPELLINGS

- Ask another member of your household to test you on last term's spellings, then self check as you would normally in class. (On the next slide or in your journals). If you have any errors – learn them, and find time to re-test again next week. Aim for at least $\frac{3}{4}$ / 75% accuracy.

If you have had an 'office' since the very start of the year and would normally focus on one of the 100 / 200 spelling lists – do the same with that list rather than the year group spellings as the spellings on these lists are more useful. These are in your 'offices'.



THESE ARE SPRING TERM'S 'STATUTORY SPELLINGS' FOR YEAR 4 AND 5

- Year 4
 - Different
 - Exercise
 - Regular
 - Complete
 - Remember
 - Sentence
 - Separate
 - Special
 - Thought
 - Weight
- Year 4
 - Particular
 - Calendar
 - Popular
 - Position
 - Possess
 - Possession
 - Purpose
 - Potatoes

- Year 5
 - Communicate
 - Competition
 - Conscience
 - Conscious
 - Dictionary
 - Equipped
 - Curiosity
 - Definite
 - Harass
 - Foreign
- Year 5
 - Controversy
 - Convenience
 - Correspond
 - Criticise
 - Desperate
 - Determined
 - Disastrous
 - Embarrass
 - Environment
 - Equipment

PE GET UP AND GET MOVING WITH THIS 7 MINUTE HIIT ROUTINE !

Instructions

Frog Hops

These are exactly what they sound like. Hop back and forth, like a frog. Depending on how much room you have, you may need to hop in one place.

Bear Walk

Place your hands and feet on the floor. Your hips and butt should be in the air, higher than your head. On all fours take two steps forward and two steps back, then repeat.

Gorilla Shuffles

Sink down into a low sumo squat and place your hands on the ground between your feet. Shuffle a few steps to the left and then back a few steps to the right. Maintain the squat and ape-like posture through the entire movement.

Starfish Jumps

These are jumping jacks! Do as many as you can, arms and legs spread wide like a starfish!

Cheetah Run

Run in place, as fast as you can!

Crab Crawl

Sit with your knees bent and place your palms flat on the floor behind you near your hips. Lift your body off the ground and “walk” on all fours forward and then backward.

Elephant Stomps

Stand with your feet hip-width apart and stomp, raising your knees up to hip level, or as high as you can bring them up. Try to hit the palm of your hands with your knees.

And You're Done!

Take some time to cool down slowly.

Do some stretches or yoga poses and allow your heart rate to return to normal. Those 7 minutes will give you and your kiddos a boost that will leave you feeling great for hours!



Sound effects are optional! 😊



ICT: DO A GOOGLE SEARCH FOR 'HOUR OF CODE' JUST LIKE THE 'MINECRAFT' CODING WE DID IN SCHOOL, WORK YOUR WAY THROUGH THE STAR WARS CODING ACTIVITIES

There are plenty of other hour of code lessons to work through if you have completed ours... feel free to try another. (The 'Frozen' fractals sessions are a good challenge!)



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

 Teacher notes

Short link

<https://hourofcode.com/star-wars>

Student experience

Beginner

ANSWERS SLIDE 1 ENGLISH

Put a circle around all of the **pronouns** in this box. Underline all of the **nouns**.

me

crying

Ash

dominoes

costume

Hassan

it

they

your

leggings

classroom

her

mine

them

singing

him

ANSWERS SLIDE 2 ENGLISH

My friend Hassan stood in front of me in (his) peasant costume.

1. Hassan dislikes anything to do with music and drama almost as much as (he) dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking (her) head round the door.
3. I tried to balance my feathered cap on my head, but somehow (it) fell off and rolled under the art trolley.
4. I put my hands over my face to stop (it) twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan (He) tugged at my costume for a while and patted my back reassuringly.

ANSWERS SLIDE 3 ENGLISH

My friend Hassan stood in front of me in his peasant costume.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking her head round the door.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

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Ash was feeling nervous. Ash was feeling so nervous, Ash found even tying Ash's shoelaces difficult. Ash's best friend, Hassan, was worried about Ash.

Ash was feeling nervous. **He** was feeling so nervous, **he** found even tying **his** shoelaces difficult. Ash's **(His)** best friend, Hassan, was worried about **him**.

ANSWERS SLIDE 4 ENGLISH

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking her head round the door.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
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