

ASH CLASS
19. 5 . 20
TUESDAY 19TH MAY



Bournebrook

Church of England Primary School

GOOD MORNING

Today's learning:

- 1 – Maths
- 2 – Class reading
- 3 – English
- 4 – Handwriting
- 5 – History



A message from Miss Connor...

**Happy
Tuesday,
kids!**

**REMEMBER THE
BOURNEBROOK WAY**

MARKING TIME

ANSWERS	
Converting between miles and kilometres	Back to Basics
1.) 48 km	5.) 250
2.) 15 miles	6.) 212,158
3.) 88 km	7.) 10,856
4.) 40 miles	8.) 1,678

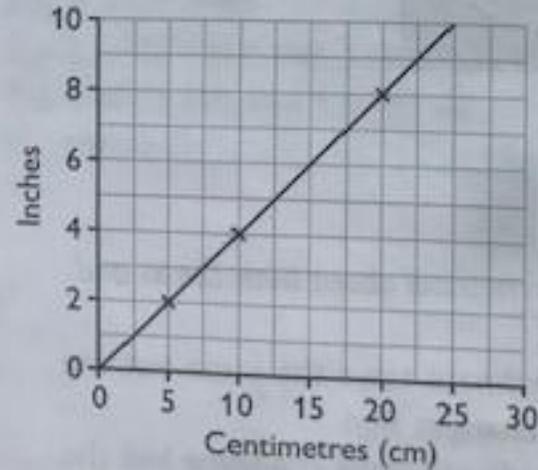


Set A

Pages 155-156: Solving Problems with Line Graphs — 1

Set A

1. \$12
2. \$6
3. \$15
4. \$7.50
5. £2
6. £6
7. £60
- 8.
9. 10 inches
10. 15 cm
11. 5 inches
12. 7.5 cm



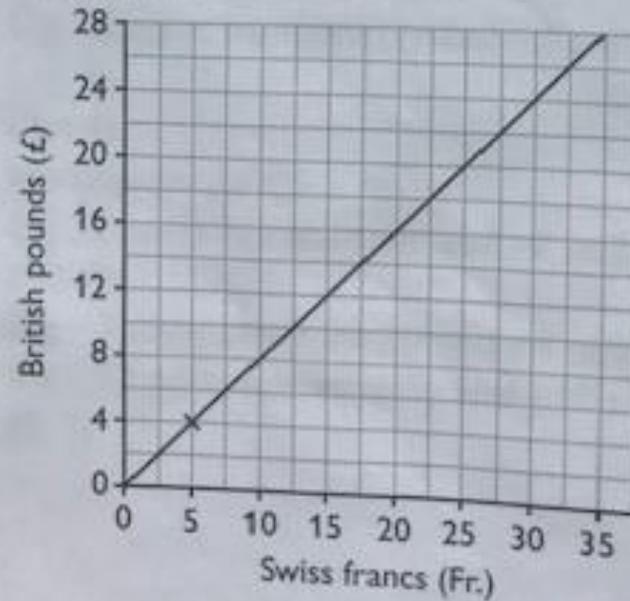
Set B

Set B

1.

Route	A	B	C	D
Kilometres	8	16	24	12
Miles	5	10	15	7.5

2. 64 km
3. 100 miles
4.

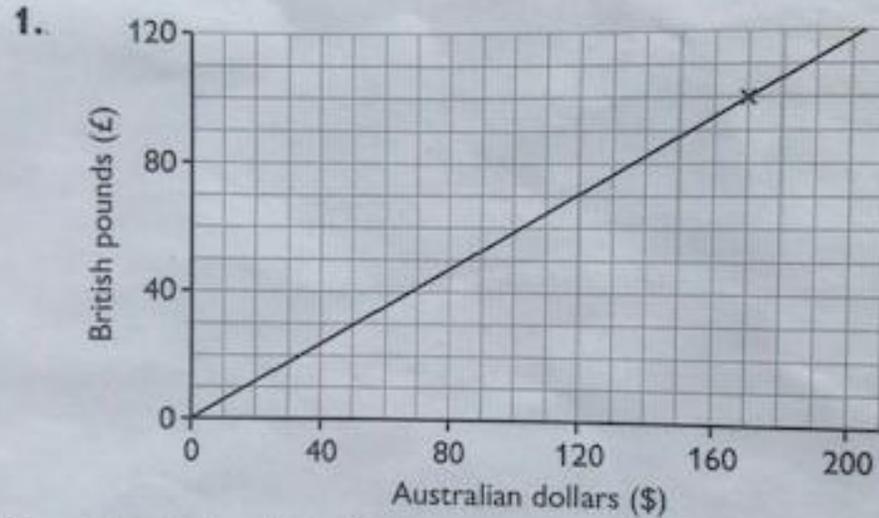


5. 10 Fr
6. 30 Fr
7. £12
8. 17.50 Fr
9. £26
10. 50 Fr
11. 150 Fr
12. £200
13. £2400



Set C

Set C



2. £50 (allow £48-£52)
3. \$51 (allow \$50-\$52)
4. £41 (allow £40-£42)
5. \$162 (allow \$160-\$164)
6. 50 miles
7. 320 km
8. 500 miles
9. 192 km
10. 2500 miles
11. Smaller, the graph would give 1600 km.



Section 10 — Apostrophes

Page 56 — Apostrophes for Missing Letters

- she will — she'll
they have — they've
who would — who'd
he is — he's
they are — they're
where is — where's
that will — that'll
must not — mustn't
- Any sentence containing the shortened version of each pair of words, with an apostrophe in the correct place.

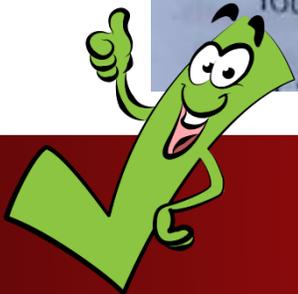
Examples:

I should've left home earlier this morning.

It might've happened already.

She won't tell anyone your secret.

You could've walked to my house.



Page 59 — Its and It's

- You should have ticked:
It's fun to travel abroad.
It's taken no time at all.
It's my birthday today.
The lion chased its prey.
The baby threw its toys.
Corrected sentences:
It's got to work this time.
The panda ate its dinner.
It's time to go home now.
- It's** not dark outside yet.
Its stripes are black and white.
Its park has a jungle gym.
It's important to eat fruit.
Its sign is falling down.
It's the busiest shop in town.
Its home is under the floor.
It's got to be finished later.

Section 10 — Apostrophes

Page 52 — Apostrophes for Missing Letters

1. should've
couldn't
when's
she'd
it'd
2. What are we going to do?
I must have left it behind.
She will be here soon.
How is your sister doing?
You have made it.
I have not got a clue.



Page 54 — Its and It's

1. I think **it's** under the table.
The airline cancelled **its** flight.
My dog loves **its** bed.
It's been a total disaster!
The chick went to find **its** nest.
It's an earthquake — run!
I think **it's** stopped snowing.
Don't worry, **it's** going to be fine.

2. You should have circled the underlined words:
I've just had my book published — it's all about King Arthur and his knights. I'm sure its going to be a bestseller because it's been liked by everyone who's read it so far. Its cover has a picture of the round table, my name and the title in big gold letters. Its going on sale next week — I can't wait!
3. Any sentences which use 'its' and 'it's' correctly.
Examples:
It's so hot today.
The gnome carried its basket.

Mr Whoops needs to practise these words:

privilege

committee

achieve

community

criticise

exaggerate

sufficient

curiosity

variety

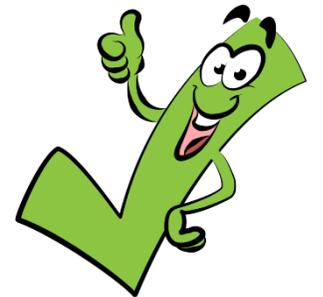
vegetables

average

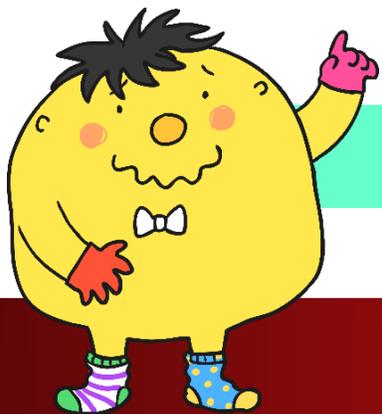
restaurant

develop

Whoops-a-daisy!



Spelling answers



Y6 MATHS

LO: Mini Maths.

Answer the following questions in your yellow book:



www.myminimaths.co.uk

YEAR 6

Week 23 - Tuesday

Converting between miles and kilometres	Back to Basics
1.) 105 miles = _____ km	5.) $\frac{1496}{22} =$
2.) 80 km = _____ miles	6.) $4,812 \times 84 =$
3.) 95 miles = _____ km	7.) $676 + 1999 =$
4.) 4 km = _____ miles	8.) $3,967 - 3,404 =$

www.myminimaths.co.uk

For help with division with a decimal/fraction remainder (Q5) watch:

<https://www.youtube.com/watch?v=DHrjDo8J9S4>

<https://www.youtube.com/watch?v=Ran6fBbJFqE>

Mark your own - answers tomorrow

LO: To solve problems using line graphs.

Read the examples carefully.

Then complete set A, B or C in your yellow book.

If you want to understand a line graph, you need to be sure what each axis is showing. Always check this out first, before you try to do anything else with the graph.

Examples

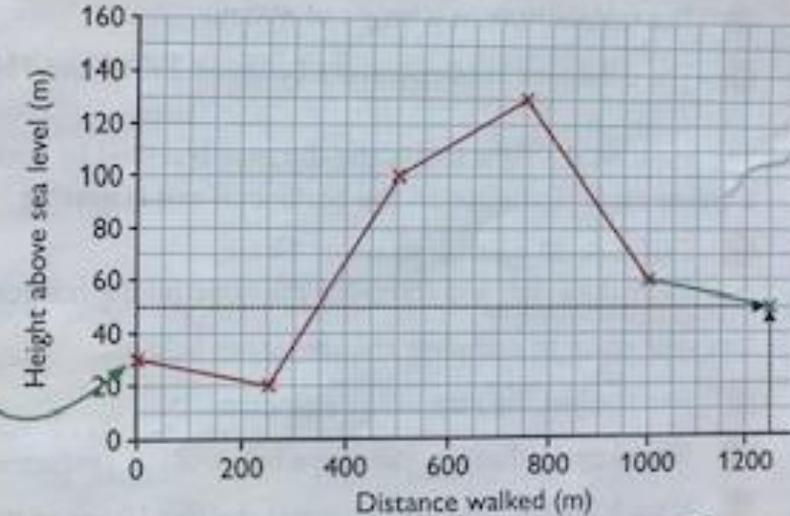
One day Stevie walked 1250 m. She recorded her height above sea level at 5 points and drew a line graph to show her journey.

At the end of the walk, she is 20 m higher than at the start. Complete the graph to show this.

At the start of the walk, Stevie is 30 m above sea level.

She finishes $30 + 20 = 50$ m above sea level, after walking 1250 m.

Plot a point up from 1250 m and across from 50 m, then connect this point to the end of the graph with a straight line.



What is the difference in height between the highest and lowest points that Stevie recorded?

The highest point is at 130 m, and the lowest point is at 20 m.

So the difference in height is $130 \text{ m} - 20 \text{ m} = 110 \text{ m}$

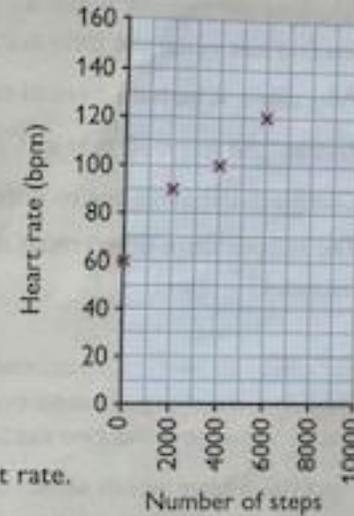


Set A

Set A

Rowan's fitness app measures her heart rate and the number of steps taken during a run. Four of these measurements are shown on the graph on the right.

- 1 Copy the graph.
- 2 After 8000 steps, Rowan's heart rate was 150 beats per minute (bpm). Plot this point on the graph.
- 3 Rowan stops after 10000 steps. Her heart rate is 160 bpm. Plot this point on the graph.
- 4 Join the points with straight lines to complete the graph.
- 5 After how many steps was Rowan's heart rate 100 bpm?
- 6 Find the difference between her highest and lowest recorded heart rate.



The graph on the right shows how the temperature inside a fridge changed over a period of 20 minutes. The fridge door had been left open, but it was shut when the temperature was 11 °C.

- 7 How many minutes after timing started was the fridge door shut?
- 8 What was the temperature inside the fridge 10 minutes after the door was shut?
- 9 How long does it take after the door was shut for the temperature to drop to 2 °C?



Mark your own - answers tomorrow

Set B

Set B

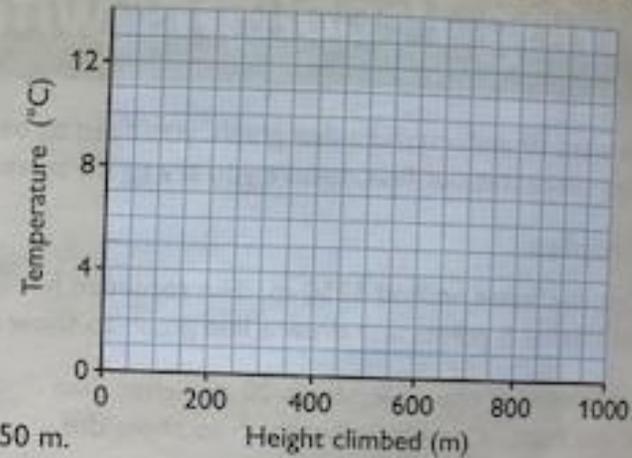
Dane records the temperature at different heights as he climbs up a mountain:

Height climbed (m)	0	200	500	800	900
Temperature ($^{\circ}\text{C}$)	13	12	9	3	2

- 1 Copy the axes shown on the right, then plot the data in Dane's table as a line graph.

Use the graph to estimate the following:

- 2 The temperature at a height of 400 m.
- 3 The difference in temperature between 300 m and 750 m.

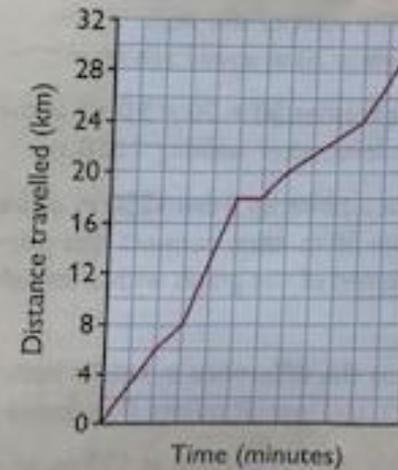


The graph on the right shows the distance travelled by Suzi during a cycling race. The scale on the horizontal axis is missing.

- 4 Suzi took 50 minutes to travel 24 km. Copy the graph and complete the scale on the horizontal axis.

Use your graph to complete the sentences below:

- 5 Suzi finished the race in minutes.
- 6 She stopped after km for a break of minutes.
- 7 It took her minutes to travel the last 10 km of the race.
- 8 Suzi travelled km in the last 5 minutes of the race.



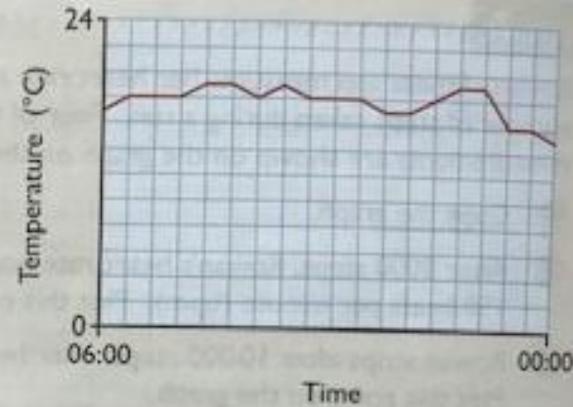
Mark your own - answers tomorrow

Set C

Set C

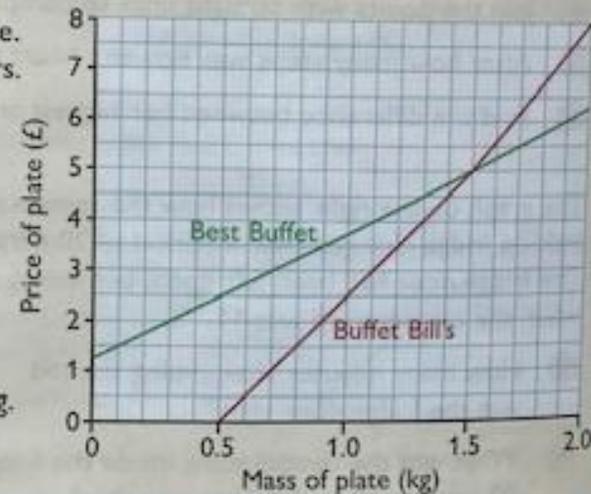
The graph on the right shows how the temperature in a room changes throughout a day. Lauren wants to use this graph to find out when the temperature drops most sharply.

- 1 Why might it be hard to read this off the graph shown?
- 2 Redraw the graph so that it is easier to read.
- 3 Complete the sentence to answer Lauren's question:
The temperature drops most sharply between and .



At two buffet restaurants, customers fill their plates with food and are charged based on the weight of their plate. The graphs show how the two restaurants charge customers.

- 4 Tyra has a plate which would cost the same in both restaurants. How much does Tyra's plate weigh?
- 5 Jake's plate at Best Buffet weighs 2.0 kg. How much more would it have cost at Buffet Bill's?
- 6 Lina's plate at Best Buffet weighs 1.3 kg. How much would she have saved at Buffet Bill's?
- 7 Adam's plate weighs 1.1 kg and Stu's plate weighs 1.9 kg. Which restaurant would charge the smallest total amount for the two plates?



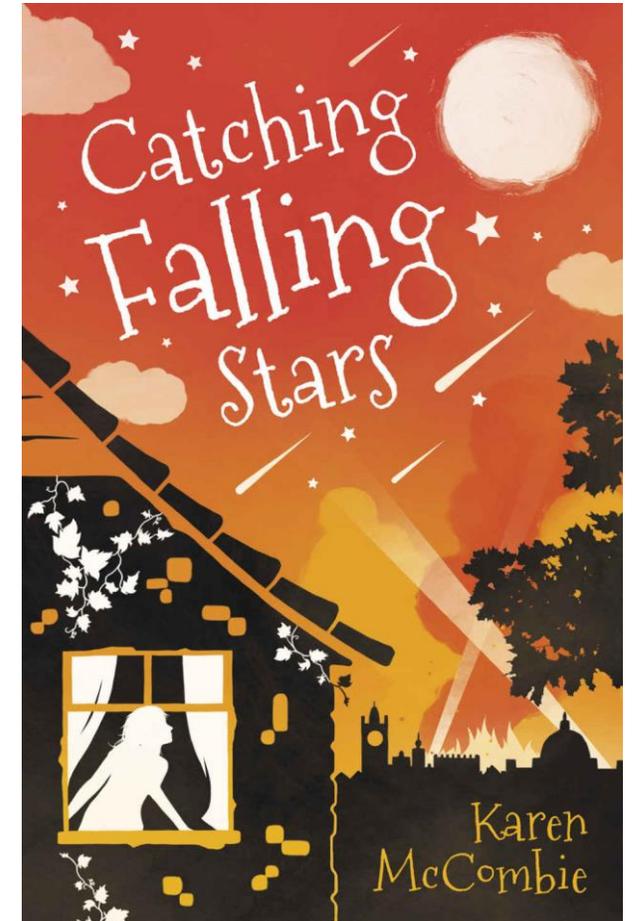
Mark your own - answers tomorrow

CLASS READING

LO: To read our class text.

Read chapter 8.

On Your Mark,
Get Set...
READ!



ENGLISH

Y5/6

LO: To add detail and vary sentences.

Read the following information carefully then have a go at the activities in your green book.

Swans Storm School

You can make your writing more interesting and informative by adding **relative clauses** and **noun phrases** to sentences to give the reader **extra information**.

Varying the **structure** of your sentences can also help to make your writing more interesting.

Grammar Guide

- A **clause** is part of a sentence that has a **verb** and someone doing the action. e.g. Jo **cleaned** the socks
- **Relative clauses** give extra information about a noun. They often start with who, that or which. e.g. the socks, **which Lily had knitted**, were warm
- A **noun phrase** contains a noun and any words that describe the noun. Noun phrases can be expanded by adding extra detail. e.g. **the socks** is a noun phrase
e.g. **the purple socks with the hole** is an expanded noun phrase

Relative clauses can be separated from the rest of the sentence by commas or brackets.

1 This is an extract from a newspaper report. Fill each gap with a relative clause to give the reader extra information about the noun in bold.

Pupils and staff at Lastanthem Primary School in Wattleton were left stunned yesterday after ten swans charged into the school's kitchen and gobbled up the **food** that

The bevy of **swans**, who squeezed through a **hole** in the playground fence which

The swans then dashed to the kitchen where they devoured the **pizzas** that



2 Rewrite each sentence below, expanding the underlined noun phrases.

Cafeteria staff told reporters what happened.

.....
.....

The swans stormed the kitchen.

.....
.....

Two of the swans kept guard while the others took the pizzas.

.....
.....



Noun phrases give extra information about nouns — they often include adjectives.

3

For each box below, write two different sentences by arranging the sentence parts in different orders.

Add capital letters and punctuation where they are needed.

- within ten minutes of the swan invasion
- the chef sneaked out of the kitchen



1.
2.

- the chef alerted the headteacher
- after sprinting across the playground

How does changing the order of the sentence parts affect the main focus of each sentence?

1.
2.

★ Extra Challenge
Come up with two more sentence parts that can be arranged in different ways to form a sentence for the report.

HANDWRITING

LO: Handwriting.

Write 3 lines of each word carefully in your green book.

critic

sincerely

twelfth

thorough

temperature

HISTORY

LO: To find out how transport developed during the Industrial Revolution.

In this lesson, we are going to find out about the impact of the canals during the Industrial Revolution. In the Midlands, we had (and still have) a huge canal network, which linked our region to key industrial areas and ports up and down the United Kingdom. As the Midlands were perfectly situated on all routes, we were able to take advantage of this, and became a hub of manufacturing and industry – which is why Birmingham developed into the second largest city, after London. The canal system worked like the motorways of today and transported the goods we made throughout the UK, and then the world. All year groups will create a mind map on canals after reading through the following pages.



Carefully read through the following slides on Victorian canals.

There are also some useful video links which explain key points in a little more detail.



How were goods transported before the Victorian era?

Goods were transported using either:

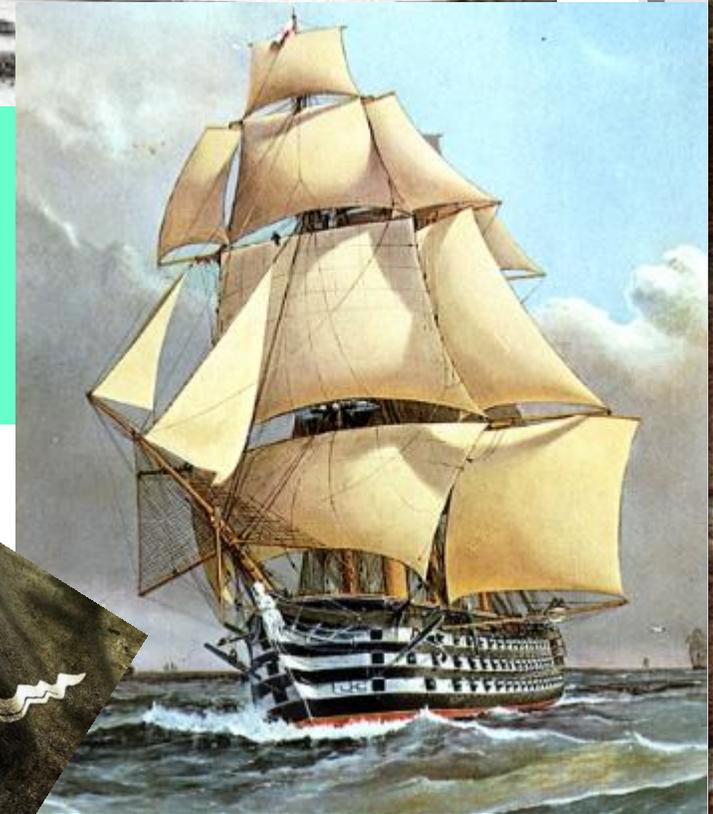
- Coastal shipping.
- Navigable rivers (rivers that were large and deep enough to link towns and cities).
- Roads.

Can you think of any reasons why these methods were unsuitable?

Disadvantages

Coastal shipping:

- Bad weather.
- Ever changing tides and winds.
- Pirates – seriously!



Disadvantages

Navigable rivers:

- Dirty rivers – they were becoming full of silt/mud.
- Not all towns and cities were linked by rivers.
- Rivers could flood during Winter and dry up during Summer.



Disadvantages

Road:

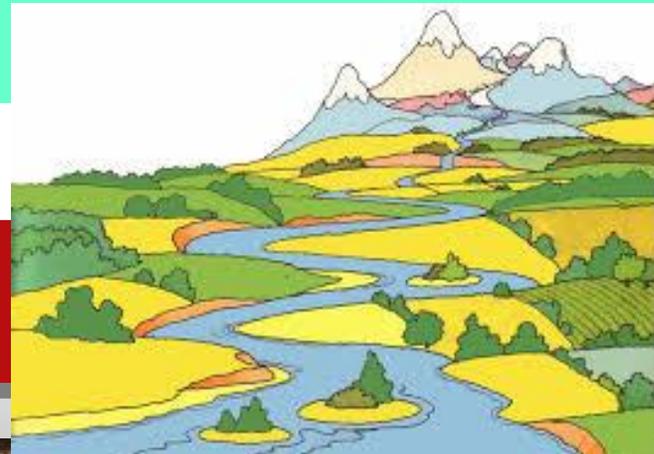
- Road travel was becoming more expensive.
- A horse could pull a cart weighing 2 tons on a road but could pull a river barge weighing up to 100 tonnes.

Watch: <https://www.youtube.com/watch?v=x4ygzg7av8gk>



What's the difference between rivers and canals?

- **Rivers** occur naturally, as a result of rain falling on high ground, and run downwards across lower ground to the sea.
- They may be thousands of miles long or only a few miles long.
- **Canals** are man made waterways that are deep enough to hold vessels capable of carrying about twenty-two tonnes in each vessel.
- They were specifically built to connect towns, factories, existing lakes, rivers or even oceans.



Rivers Vs canals

- Rivers follow the natural contours of the land around it.



- Canals were built to suit the need of business.



How were canals built?

<https://www.youtube.com/watch?v=nbmqks8ntji>

- Canals had to be built on level ground.
- Canals also had to be waterproof – they did this by a process called ‘puddling’ – clay was mixed with water and put on the underneath and sides of the canal.
- Early canals were constructed around the land so they were not straight.
- Engineers had to design ways of getting waterways through hills and over valleys. How do you think they did this?

Locks

- Locks are watertight wooden gates placed at each end of a stone or brick lined chamber to hold the water back.
- Water is then gradually let either in or out of the chamber to allow the vessel to go up or down before the gates on one end of the lock are opened and the vessel sails away. It sounds a bit complicated but it works.



Victorian engineers were serious problem solvers

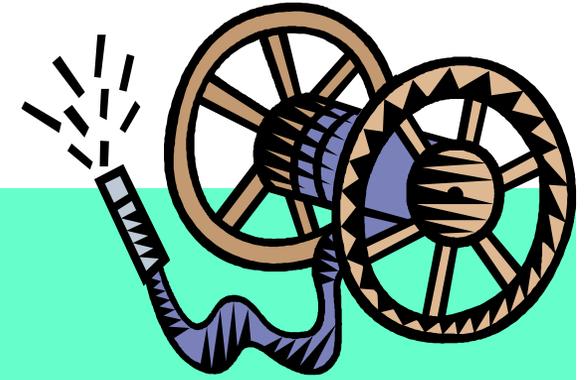
- If an engineer had a really big hill in his way, he had to build a tunnel. We have a good example of a really long tunnel in Dudley, near the Black Country Living Museum, on the Dudley Canal.
- However, if he had to cross a valley, then an aqueduct was the answer. England's longest aqueduct is the Edstone Aqueduct, on the Stratford Canal.

Both of these can be visited – search on the Canal and River Trust website.



Where did they get the water from?

- The canal could be filled with water but they didn't have hose pipes.
- They used water from nearby streams and rivers but sometimes they would have to build big reservoirs that could hold the water.



Grand Union Canal



The Grand Union Canal is the longest canal in the UK at 286 miles long and runs from London to Birmingham.

History

The canal was not originally constructed as one canal; it is the result of various canals being amalgamated and connected during the early 19th century. The canal passes through varied scenery from rolling countryside to industrial towns and cities.

The canal faced competition from the railways in the second half of the 19th century. Improvements in roads and vehicle technology in the early part of the 20th century meant that the lorry was also becoming a threat to the canals. The Regent's Canal and the Grand Junction Canal agreed that amalgamation and modernisation were the only way to remain competitive.

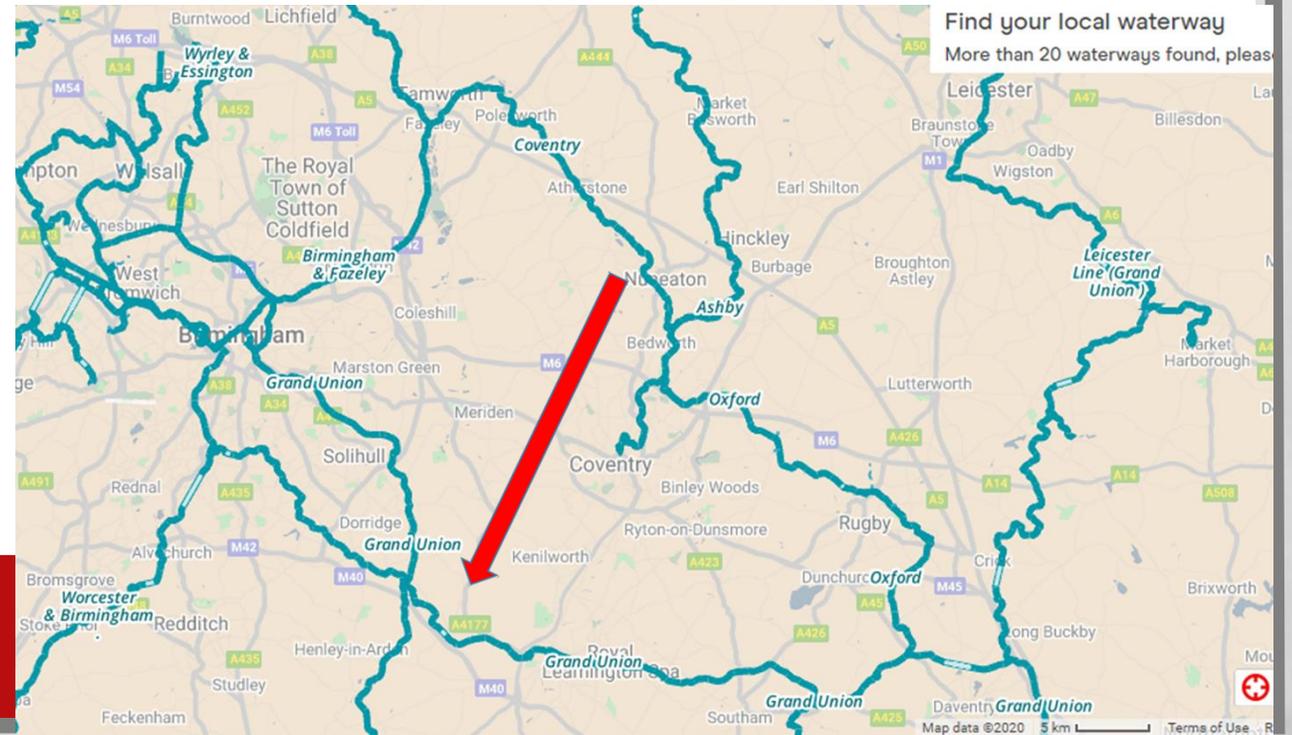
The Grand Union Canal opened on 1st January 1929, and was further extended in 1932. It was formed from the amalgamation of several different canals.

Length:
286 miles

Building cost
£772,000

Locks:
166

Tunnels:
6



Oxford Canal

The Oxford Canal, in central England, links Oxford with Coventry and the River Thames. The Oxford Canal is considered to be one of the most scenic canals in Britain. The canal was once an important trade route between the Midlands and London, and is now highly popular among pleasure boaters.

History

The Oxford Canal was constructed in several stages over a period of more than twenty years. The canal was opened for use in 1790. For the next 15 years the Oxford Canal became one of the most important and profitable transport links in Britain, transporting coal, stone and other goods.

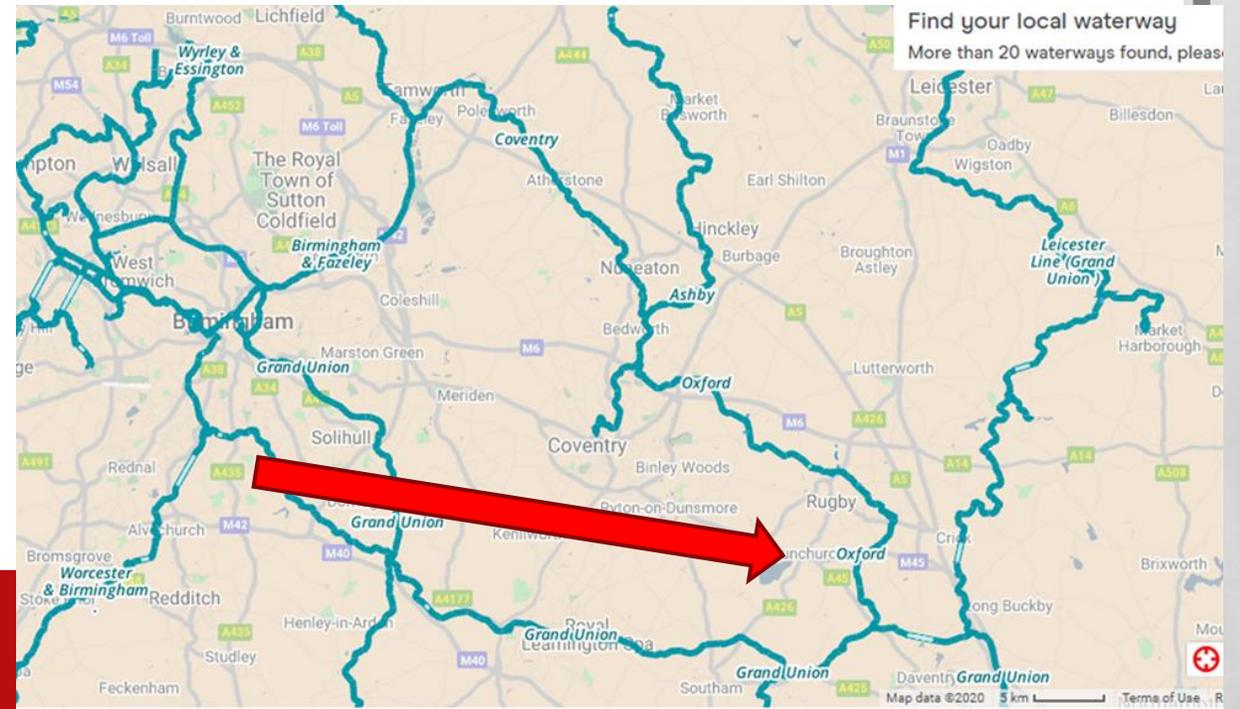
Length:
126km (78 miles)

Building cost
£297,000

Engineer:
James Brindley, assisted by
Samuel Simcock

Locks:
43

Tunnels:
1



Birmingham Canal Network

Birmingham Canal Navigations (BCN) is a network of canals connecting Birmingham, Wolverhampton and the eastern part of the Black Country.

One of the most intricate canal networks in the world, the Birmingham Canal Navigations (BCN) system, adds up to 100 miles over 13 canals.

History

The canal network was built over a 100 year period starting from 1772. The canals were the life-blood of Victorian Birmingham and at their height they were so busy that gas lighting was installed to enable round-the-clock operation. Over eight and a half million tons a year was being carried at the end of the nineteenth century. The canal network serviced the canal side factories and carried raw materials in and products out to the country and world.

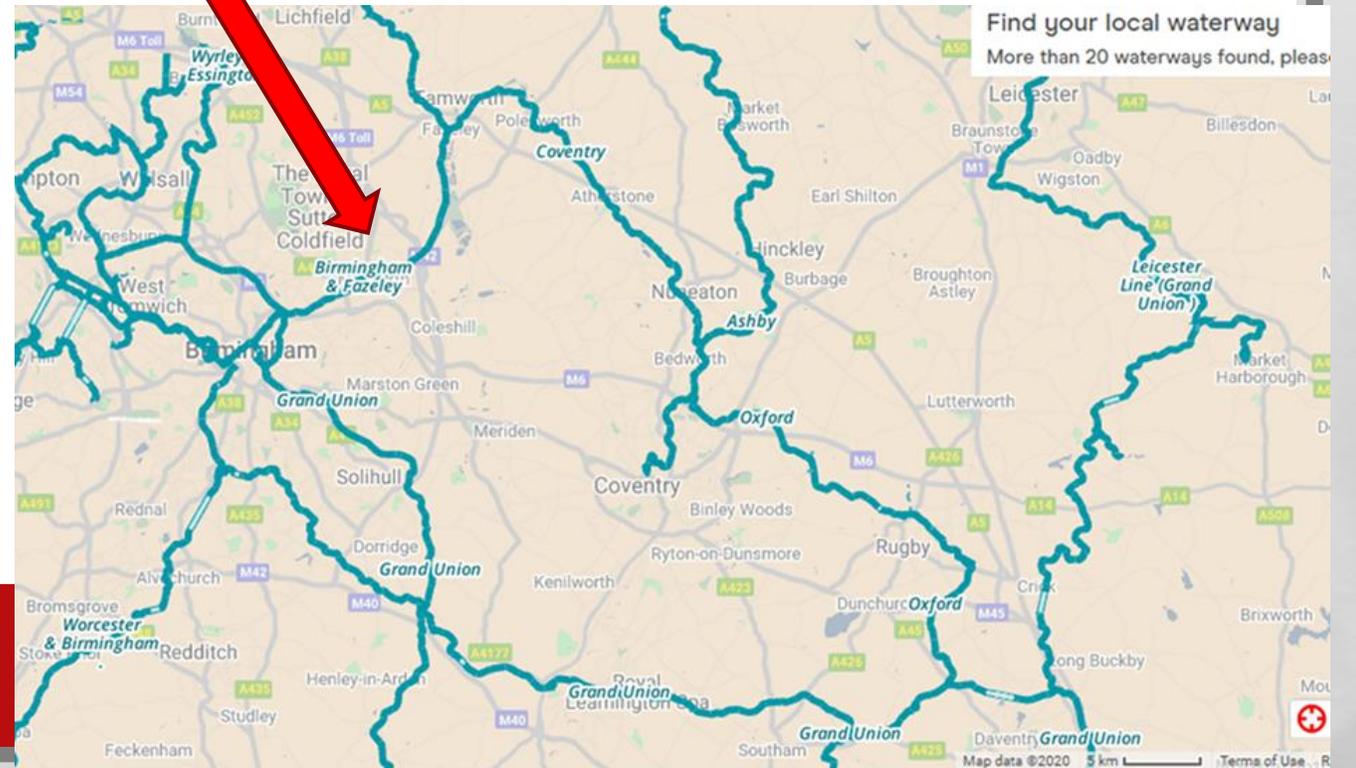
Length:
186 miles

Building cost
£50,000

Engineer:
James Brindley

Locks:
216

Tunnels:
6



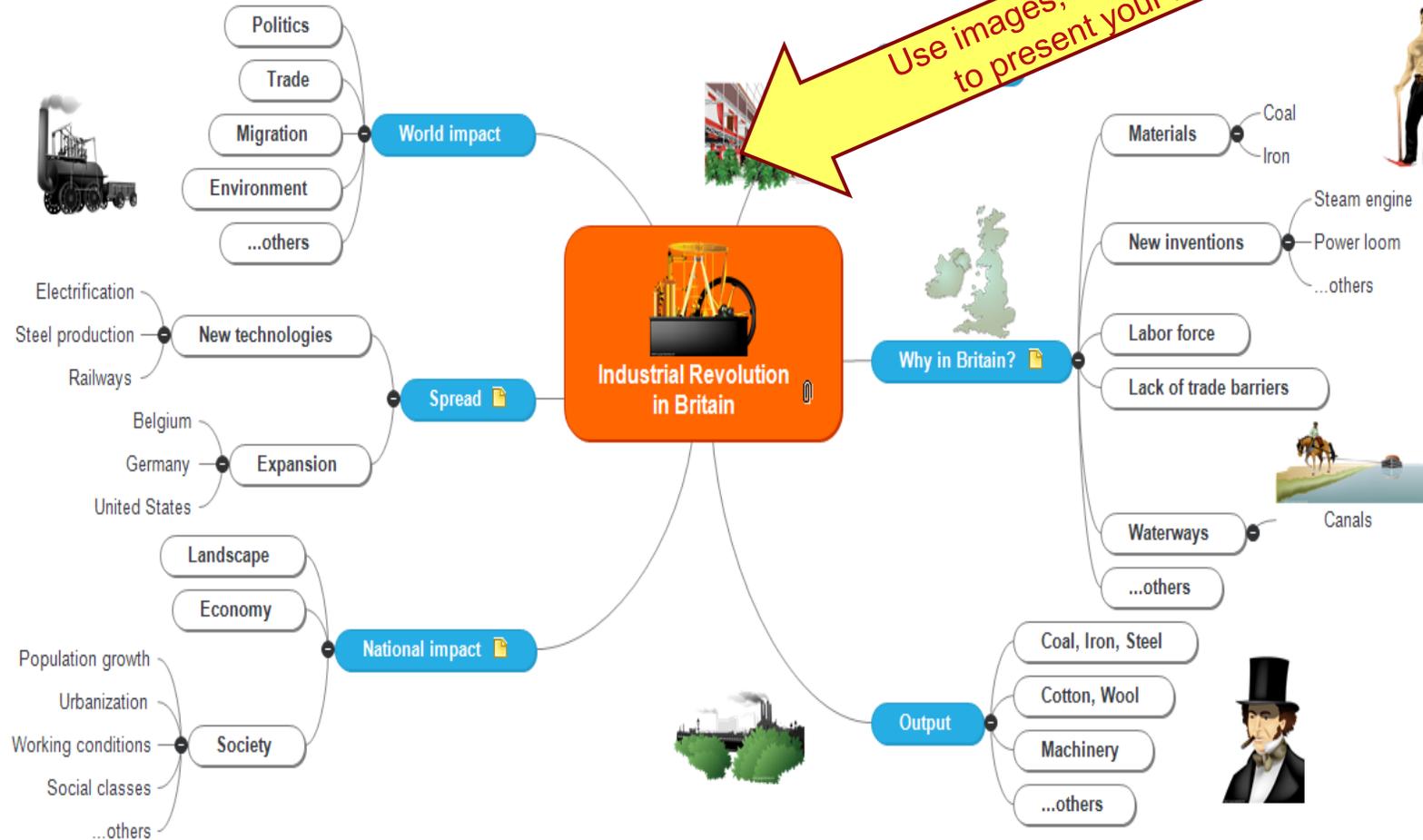
Your activity today is to complete a **mind map** based on what you have learnt about canals.

You need to consider:

- ✓ What is a canal?
- ✓ Why were they built?
- ✓ Where were they built?
- ✓ Who got the most benefit from canals being built?
- ✓ Finally, include details about your own specific canal:

Y5 – Oxford Canal.

Y6 – Birmingham Canal.



Here's an example of a mind map to remind you of what one looks like.

REMEMBER

- 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 Google Childline or call them on 08001111.
- Adults at Childline are used to talking to children with worries and can help you.
- If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.

