

FRIDAY 15TH MAY

BEECH CLASS

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

1. **Maths**
2. **English**
3. **Comprehension**
4. **Spelling**
5. Art / DT

Keep in touch with others; talk about your work, share ideas, keep up to date with your friends and family. You will all appreciate that when it's difficult to get out.



FRIDAY

LO: READ, WRITE AND COMPARE ANALOGUE AND DIGITAL TIME

- Building on the work over the last 2 days, today's work combines analogue and digital times.
- Decide which level fits best – remember, if it proves to be either too tricky or too easy, you can adjust your level.
- Begin with your normal mental maths test – tests and answers are on the following slides.

Arithmetic: Test 5 B

- 1) $4639 - 100 =$
- 2) $482 - 50 =$
- 3) $76 \div 4 =$
- 4) $\frac{3}{4} - \frac{1}{4} =$
- 5) $3889 - 1000 =$
- 6) $6728 - 734 =$
- 7) $7 \times 3 \times 6 =$
- 8) $902 \times 7 =$
- 9) $\frac{9}{10} - \frac{7}{10} =$
- 10) $7.4 - 0.6 =$
- 11) $95 \div 10 =$
- 12) $5.8 + 3.67 =$

Arithmetic: Test 5 B H

- 1) $4639 - 100 =$
- 2) $412 - 50 =$
- 3) $76 \div 4 =$
- 4) $\frac{3}{4} - \frac{1}{4} =$
- 5) $3889 - 1000 =$
- 6) $6728 - 734 =$
- 7) $7 \times 3 \times 6 =$
- 8) $902 \times 7 =$
- 9) $\frac{1}{2} - \frac{1}{4} =$
- 10) $7.4 - 0.6 =$
- 11) $95 \div 1000 =$
- 12) $5.8 + 3.67 =$
- 13) $3.5 - 1.78 =$
- 14) $-7 + 12 =$
- 15) $\frac{7}{9}$ of $108 =$
- 16) $868 \div 7 =$

Answers...

Arithmetic: Test 5 B H

$$)4639 - 100 = 4539$$

$$)412 - 50 = 362$$

$$)76 \div 4 = 19$$

$$)3/4 - 1/4 = 2/4 \text{ or } 1/2$$

$$)3889 - 1000 = 2889$$

$$)6728 - 734 = 5994$$

$$)7 \times 3 \times 6 = 126$$

$$)902 \times 7 = 6314$$

$$)1/2 - 1/4 = 1/4$$

$$)7.4 - 0.6 = 6.8$$

$$)95 \div 1000 = 0.095$$

$$)5.8 + 3.67 = 9.47$$

$$)3.5 - 1.78 = 1.72$$

$$)-7 + 12 = 5$$

$$) 7/9 \text{ of } 108 = 84$$

$$)868 \div 7 = 124$$

Write the time shown on these analogue clocks.







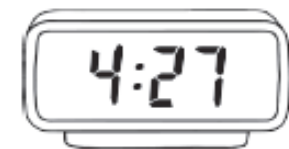
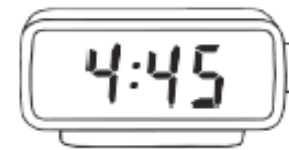








Write/match the two times which are the same



Answers...



4:30



7:50



11:06



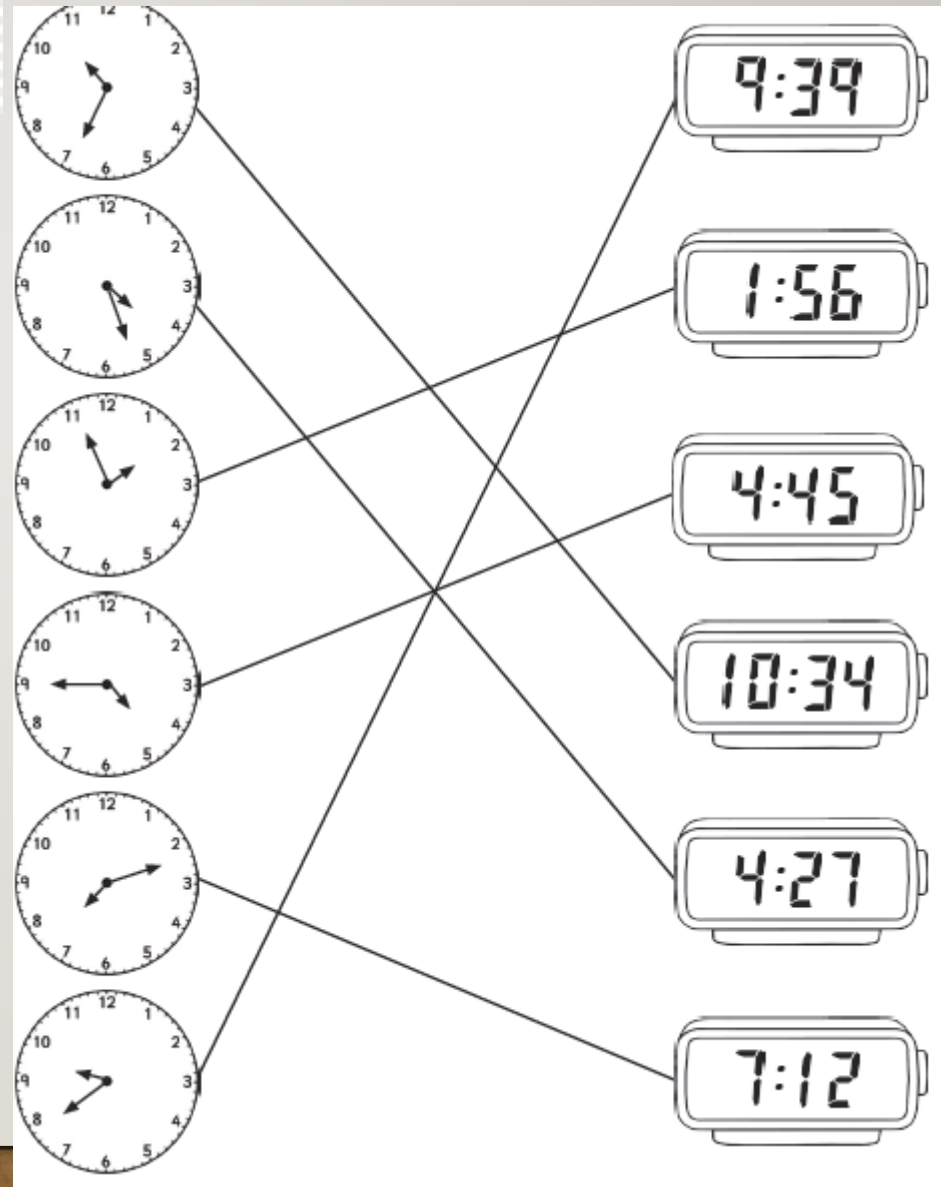
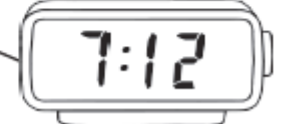
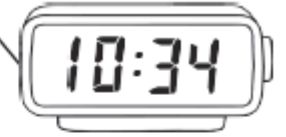
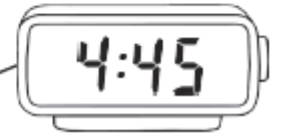
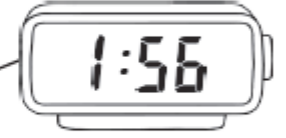
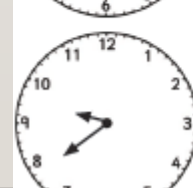
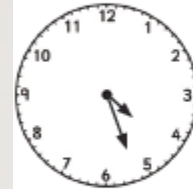
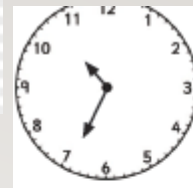
2:45



10:21



8:37



Read the time on these analogue clocks. Write each time in 12-hour and 24-hour formats.



In the morning



In the evening



In the afternoon



In the early morning



In the afternoon



In the morning



In the morning



In the evening



In the morning



In the afternoon



In the evening



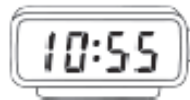
In the afternoon



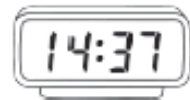
For each pair of clocks, write down which is the earlier time



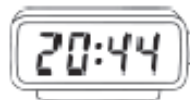
(morning)



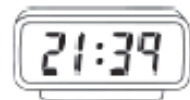
(afternoon)



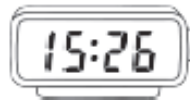
(evening)



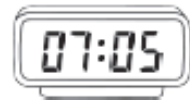
(evening)



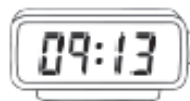
(afternoon)



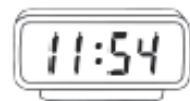
(morning)



(morning)



(afternoon)



Answers...

Read the time on these analogue clocks. Write each time in 12-hour and 24-hour formats.



In the morning
3:45 a.m.
03:45



In the evening
11:34 p.m.
23:34



In the afternoon
5:42 p.m.
17:42



In the early morning
12:25 a.m.
00:25



In the afternoon
2:37 p.m.
14:37



In the morning
7:16 a.m.
07:16



In the morning
4:09 a.m.
04:09



In the evening
8:02 p.m.
20:02



In the morning
10:07 a.m.
10:07



In the afternoon
12:56 p.m.
12:56



In the evening
9:28 p.m.
21:28



In the afternoon
1:47 p.m.
13:47



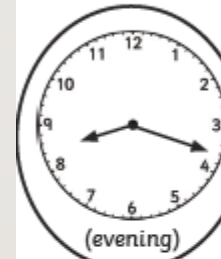
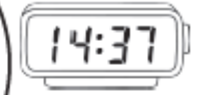
For each pair of clocks, ring the earlier time.



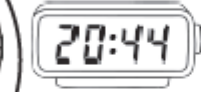
(morning)



(afternoon)



(evening)



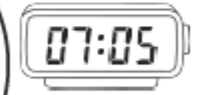
(evening)



(afternoon)



(morning)



(morning)



(afternoon)



Read the clock and work out the time before or after. Write your answer in 24-hour format.



Twenty minutes after



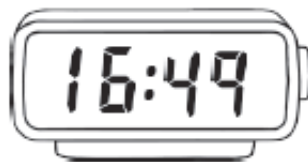
One hour and fifty minutes before



3 hours and 27 minutes after



Ninety minutes before



One hour and forty-two minutes after

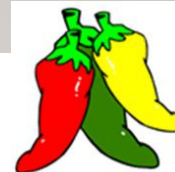


93 minutes before

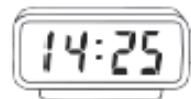
All clocks show the time on the same day unless indicated.

Write the difference between each pair of clocks in:

- a) hours and minutes
- b) minutes alone

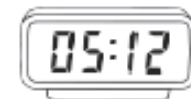


Afternoon



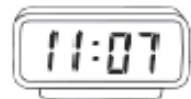
- a) _____
- b) _____

Morning



- a) _____
- b) _____

Morning



- a) _____
- b) _____

Evening



- a) _____
- b) _____

Answers...



Twenty minutes
after

04:05 or 16:05



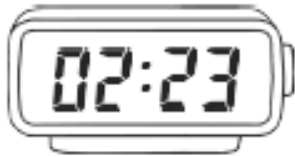
One hour and fifty
minutes before

09:42 or 21:42



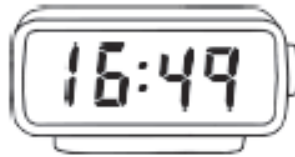
3 hours and
27 minutes after

11:34 or 23:34



Ninety minutes
before

00:53



One hour and forty-two
minutes after

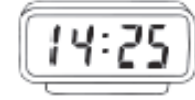
18:31



93 minutes
before

11:33

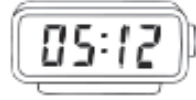
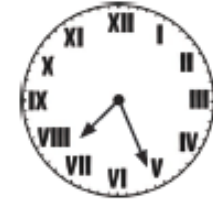
Afternoon



a) 1 hour 10 minutes

b) 70 minutes

Morning



a) 2 hours 14 minutes

b) 134 minutes

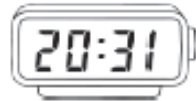
Morning



a) 44 minutes

b) 44 minutes

Evening

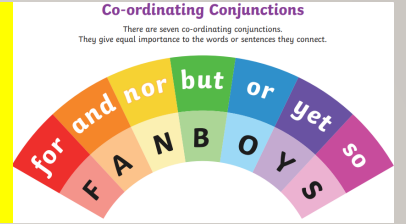


a) 2 hours 46 minutes

b) 166 minutes

ENGLISH

LO: USE CO-ORDINATING CONJUNCTIONS.



<https://www.bbc.co.uk/bitesize/articles/z48xt39>

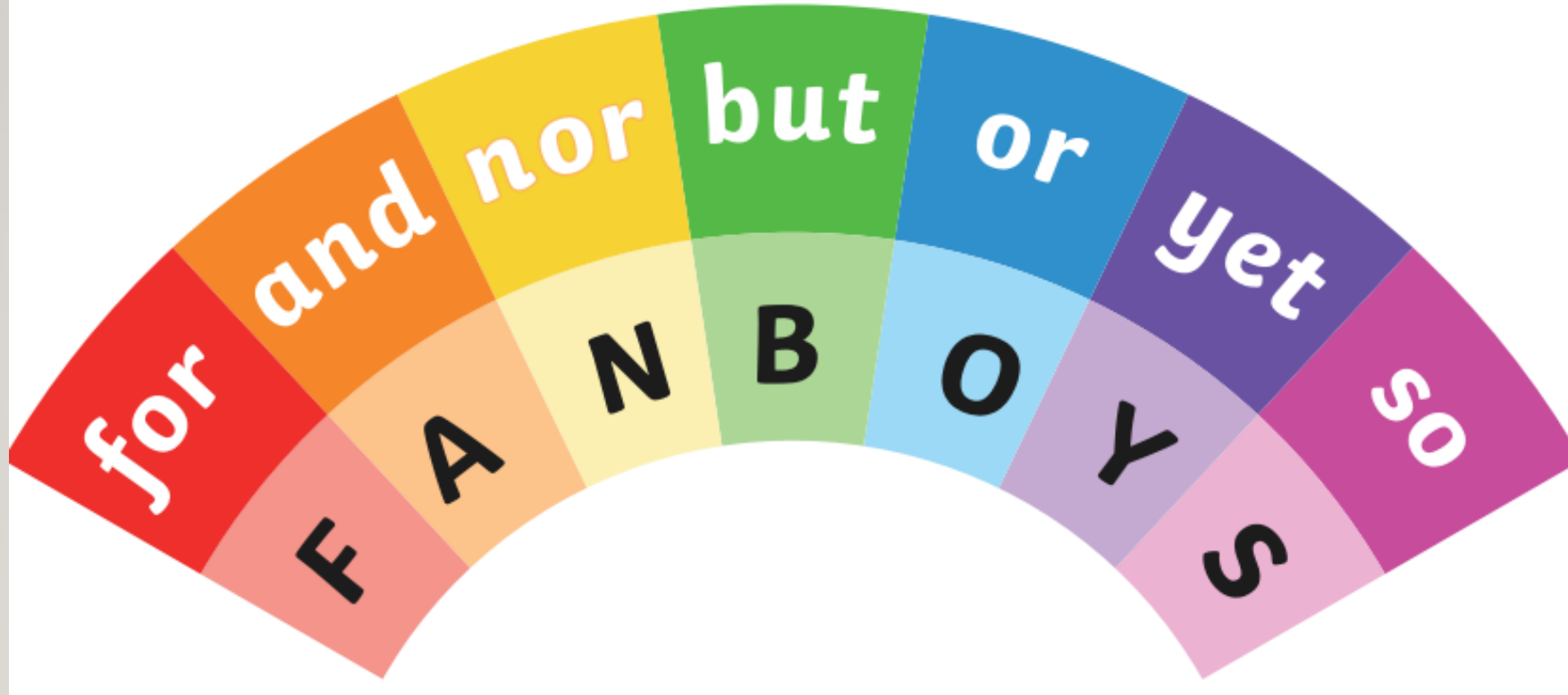
Today you are using a 'BBC Bitesize Daily' lesson.

Watch the 2 films, on the link above then complete activities 1, 2 and 3. Write the sentences in your books.

The **FANBOYS** reference is on the next slide, should you need it.

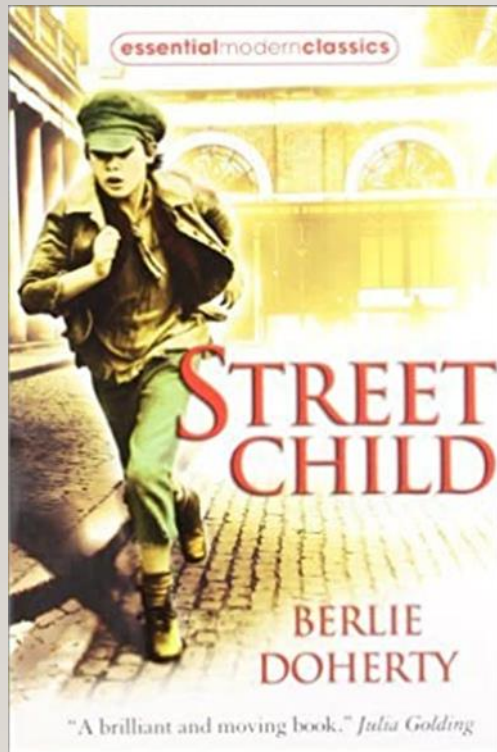
Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.



READING COMPREHENSION

LO: RETRIEVE INFORMATION FROM A TEXT



I asked you to be mindful of how school was being described in chapter 6.

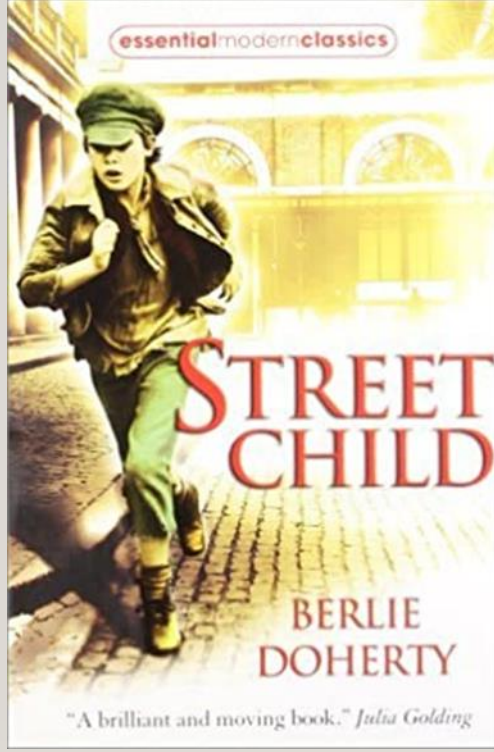
Skim back over the chapter - looking out for key words as you go - and list all of the things you feel are SIMILAR or THE SAME about Jim's and your own schooling / education - find at least 5 things.

(when we're not in lockdown, that is!)

Possible answers on the next slide - no peeking!

READING COMPREHENSION

LO: RETRIEVE INFORMATION FROM A TEXT



find at least 5 things.

Desks used, they read,
they write / do
handwriting, they get told-
off if they do something
wrong, the do spelling,
they say the Lord's
Prayer, the do music, they
sing hymns.

Friday: The rest of this week's spellings - copy 2 rows of each of these spellings using consistent letter formation.

LO: Handwriting practise

- Year 4

• television

• revision

• erosion

• inclusion

• explosion

- Year 5

• protein

• seize

• neither

• consider

• difficult

PE

GET UP AND GET MOVING!

Point of contact game. Gather your family and friends round and make a small team. You will be the teacher. You must instruct your team to have a specified number of specific body parts in contact with the floor. They must hold their position for five seconds. Who will be the winner?

For example: All three points on the floor. This would be similar to the artic fox position in yoga.

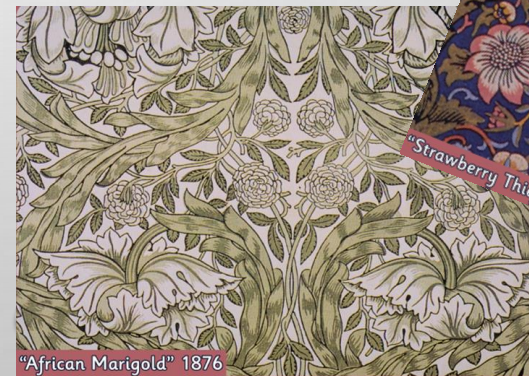


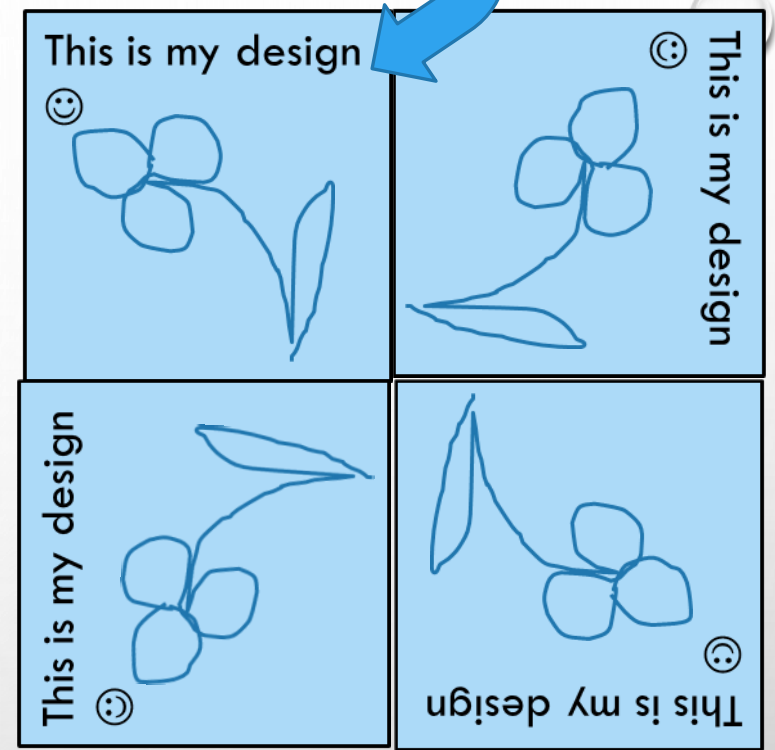
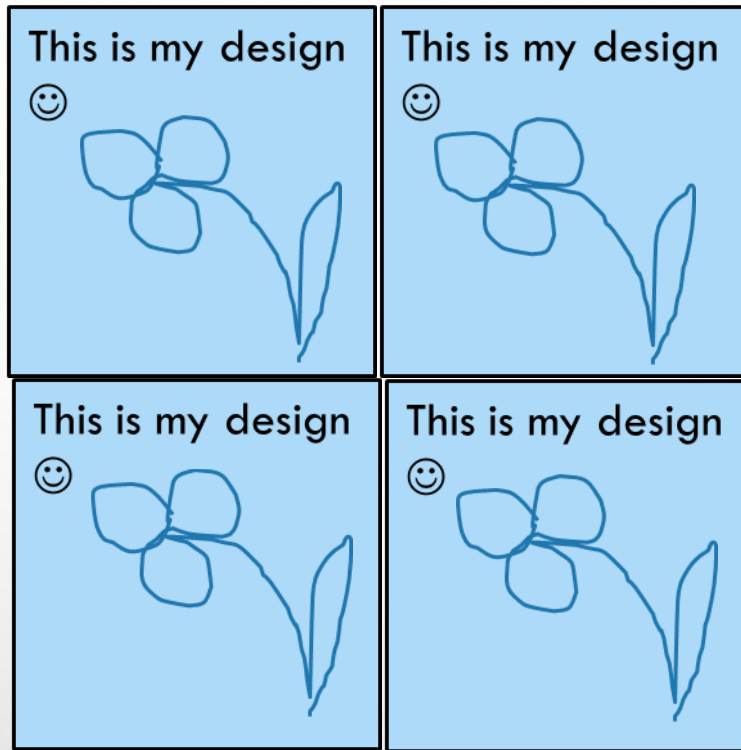
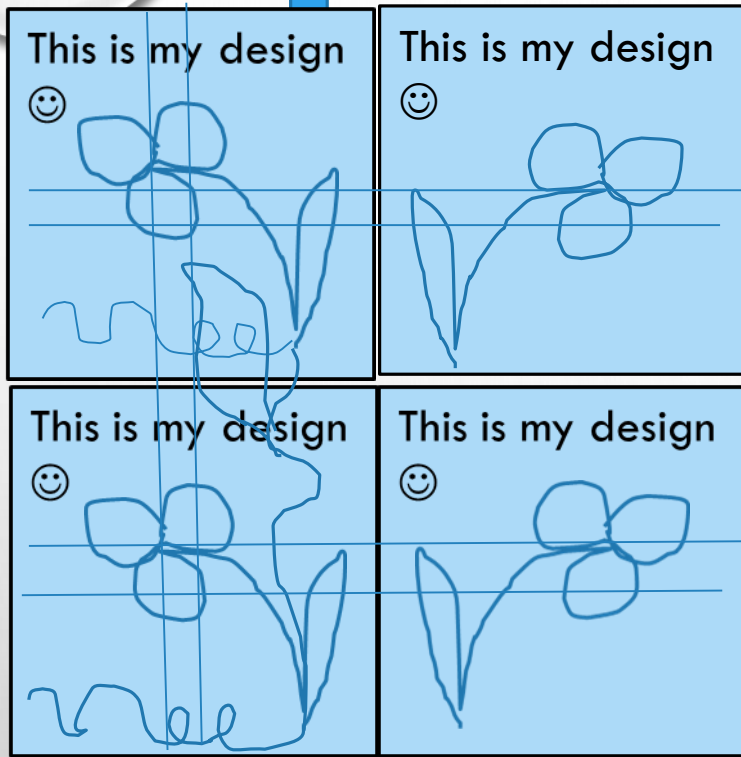
WEEKS 4 AND 5

LO: USE YOUR TILE DESIGN TO CREATE A REPEATED WALLPAPER PATTERN.

- LAST SESSION YOU CREATED A SIMPLE TILE DESIGN.
- TODAY YOU WILL TAKE YOUR DESIGN AND USE IT TO CREATE A LARGER, REPEATED PATTERN.
- YOUR NEW DESIGN WILL BE MADE UP OF 4 LOTS OF LAST WEEKS TILE BY EITHER;
 1. COPYING THE SAME TILE 4 X OVER THEN FINDING WAYS TO JOIN THE PATTERNS TOGETHER
 2. USE SYMMETRY TO CREATE A MIRROR IMAGE OF THE DESIGN
 3. USE ROTATION, TO JOIN UP THE SAME IMAGE BUT IN DIFFERENT POSITIONS

THE NEXT SLIDE SHOWS EXAMPLES...





Here are some ways you could put your 4 designs together – It's not as easy as it looks, so you may want to make last week's tile design a little simpler – that's your choice.

If you have thin paper, tracing or tissue paper (or some other method of tracing over your design) you might find this useful – but otherwise, draw a grid of 4 boxes then turn, flip or simply copy your design 4 X, as I've done above.

When the designs are done, join the images with leaves, stems or curly 'tendrils' (like the examples I have started on the first blocks) to make it work together **as 1 William Morris 'style' image.**

Focus on the drawing this session – next week, you will colour in your wallpaper



Bournebrook

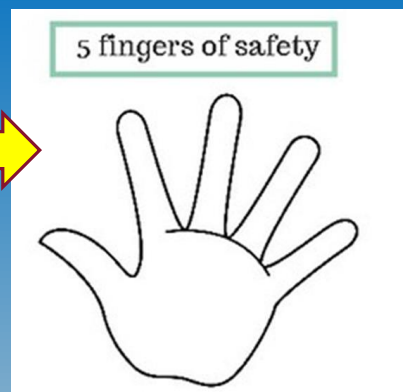
Church of England Primary School

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.



If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.