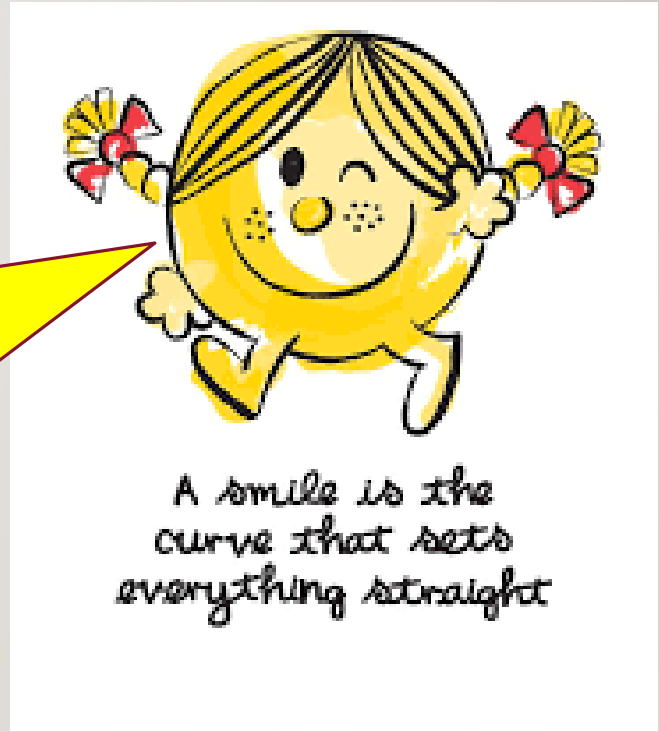
MONDAY 4TH MAY

BEECH CLASS

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

1. Maths
2. English
3. Comprehension
4. Spelling test
5. PE
6. ICT

Hope you all had a great weekend!
This is a great week, as not only do we have a VE Day celebration planned for Thursday, but it's the Bank Holiday on Friday ☺
Let's hope the weather is kind to us.



Arithmetic maths 'starter'

Arithmetic: Test 5 A

1) 212 + 100 =
2) 372 + 50 =
3) 88 x 6 =
4) 4/15 + 7/15 =
5) 4767 + 1000 =
6) 4501 + 3529 =
7) 7 x 8 =
8) 386 x 4 =
9) 3/4 + 3/4 =
10) 6.03 + 0.07 =
11) 38 ÷ 100 =
12) 2/3 of27 =

Arithmetic: Test 5 A H

1) 212 + 100 =
2) 372 + 50 =
3) 88 x 6 =
4) 4/15 + 7/15 =
5) 4767 + 9000 =
6) 4501 + 3529 =
7) 7 x 8 x 2 =
8) 386 x 4 =
9) 3/4 + 3/4 =
10) 6.03 + 0.07 =
11) 38 ÷ 100 =
12) 2/3 of27 =
13) 7.2 - 4.31 =
14) 1 - 2/5 =
15) 5000 - 624 =
16) 396 ÷ 6 =

I know we usually do these on a Friday, but as we haven't done one for a little while I thought it wouldn't hurt to do one today ☺
Pick your level!
Check answers on the next slide - only when done.

Answers – for both strips

Arithmetic: Test 5 A H

1) 212 + 100 = 312
2) 372 + 50 = 422
3) 88 x 6 = 528
4) 4/15 + 7/15 = 11/15
5) 4767 + 9000 = 13767
6) 4501 + 3529 = 8030
7) 7 x 8 x 2 = 112
8) 386 x 4 = 1544
9) 3/4 + 3/4 = 6/4 or 1 1/2
10) 6.03 + 0.07 = 6.1
11) 38 ÷ 100 =0.38
12) 2/3 of27 = 18
13) 7.2 - 4.31 = 2.89
14) 1 - 2/5 = 3/5
15) 5000 - 624 = 4376
16) 396 ÷ 6 = 66

MATHS
LO: CALCULATE MISSING NUMBERS (ADDITION)

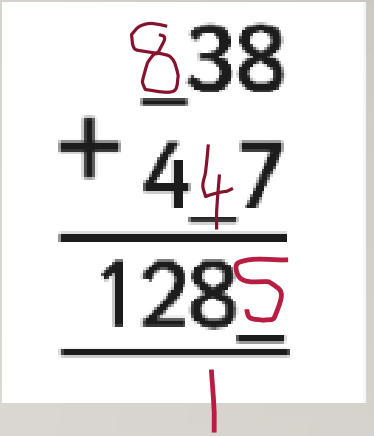
Today you will be using your reasoning skills to work out missing digits.

As with regular column addition, you must begin with the ones column and work your way left.

Think! What digit must be missing in the ones column here →?

It must be 5 missing from the answer because 8+7=15. You must remember to carry the ten 'under the bed' into the tens column so that you can take it into account when working out the missing digit in the tens column.

The next missing digit must be 4 because 3+4+1 = 8. In the hundreds column, the missing number +4 = 12, so the missing digit must be 8.



Watch the following video for more explanation:

- https://www.youtube.com/watch?v=JYmHnc5aQrA

_38 + 4_7 128_	1_9 + _8_ 524	27_ + 8_8 __52	_77 + 6_2 154_	8_6 + _44 129_
_89 + 2_1 45_	37_ + 7_3 __36	_31 + 96_ 10_2	1_2 + _69 115_	_88 + 35_ 7_7

_ _2 +6 2_ 1341	9_7 + _6_ 1294	9_ _ + _31 1857	9_0 +31_ _ _18	8_8 + _2_ 1505
91_ +3_5 _ _24	5_0 + _83 140_	6_ _ + _45 1608	_09 +7_ _ 989	1_5 + _36 85_
_55 +5_1 _76	53_ +8_9 _ _79	70_ +1_5 _88	64_ +5_8 _ _82	3_9 + _7_ 1032

2_79 + 97_5 = __92_	72_3 + _819 = 12_9_	9__4 + _182 = 1414_	53__ + __71 = 6963	81_8 + _658 = 14_2_
7_6_ + _768 = 114_1	__32 + 839_ = 117_0	25_3 + __83 = 409_	61__ + 2_07 = _592	71_7 + __11 = 1435_
2_0_ + _3_0 = 9202	__57 + 41_0 = 850_	73_9 + 8_2_ = __986	8_1_ + _249 = 158_3	6__1 + _858 = 1369_

Answers…

838 + 447 = 1285	139 + 385 = 524	274 + 878 = 1152	877 + 672 = 1549	846 + 444 = 1290
189 + 261 = 450	373 + 763 = 1136	131 + 961 = 1092	182 + 969 = 1151	388 + 359 = 747

712 + 629 = 1341	927 + 367 = 1294	926 + 931 = 1857	900 + 318 = 1218	878 + 627 = 1505
919 + 305 = 1224	520 + 883 = 1403	663 + 945 = 1608	209 + 780 = 989	115 + 736 = 851
155 + 521 = 676	530 + 849 = 1379	703 + 185 = 888	644 + 538 = 1182	359 + 673 = 1032

2179 + 9745 = 11924	7273 + 4819 = 12092	9964 + 4182 = 14146	5392 + 1571 = 6963	8168 + 6658 = 14826
7663 + 3768 = 11431	9332 + 8398 = 11730	2513 + 1583 = 4096	6185 + 2407 = 8592	7147 + 7211 = 14358
2902 + 6300 = 9202	4357 + 4150 = 8507	7359 + 8627 = 15986	8614 + 7249 = 15863	6841 + 6858 = 13699

LO: TO WRITE SENTENCES USING FRONTED ADVERBIALS.

(Reason to learn: to make expanded sentences sound more interesting. This trick also helps to build suspense in story writing or make writing sound more grown-up too)

Last week you were re-introduced to fronted adverbials – if you need a quick re-fresh, here's the link you were given: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3

Read through the next slide to remind yourself of ISPACE and how to use different types of fronted adverbials.

You will need to find a dice if you can – from a game perhaps? OR make a spinner OR use the electronic dice link given on one of the next slides.

If you can't find dice, there is a link to electronic dice on the task page ☺

WRITING YOUR OWN FRONTED ADVERBIALS: ISPACE

Use ISPACE can help you remember six different ways to create fronted adverbials...

-Ing verb	e.g. Shaking with fear, ...
Simile	e.g. Like a raging bull, ...
Preposition	e.g. Behind the clouds, ...
Adverb	e.g. Anxiously, ...
Conjunction	e.g. After he opened his eyes, ...
-Ed verb	e.g. Exhausted, ...

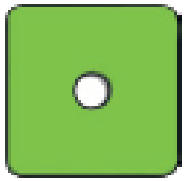
TASKS:
1. OFFICE HOLDERS – WRITE 5 SENTENCES
2. YEAR 4 – WRITE 8 SENTENCES
3. YEAR 5 – WRITE 12 SENTENCES

Instructions:
Roll a dice
Use the number rolled to pick which fronted adverbial (FA) to use
Write a sentence with that FA at the start – use the SC →
Roll and write the number of sentences specified in the tasks box above

SC
1) Use a comma after the FA
2) Check FA has been used accurately and makes sense
3) Apply all non-negotiables
Challenge: Write in complex sentences, using high quality vocabulary

If you can't find dice – try this: https://www.calculator.net/dice-roller.html

I -Ing verb

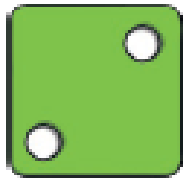


Examples:

Stumbling and tripping, he walked on into the gloom.

Yelping and squeaking with delight, the dog dashed into open country.

S Simile

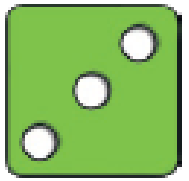


Examples:

Like the tears of a unicorn, the rain was soft and fragrant.

As strong as a mountain, he faced his fear once more.

P Preposition

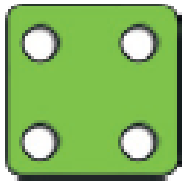


Examples:

Above them all, high in the sky, was a glowing orb.

Between the rock and the tree, there grew a tiny precious flower.

A Adverb

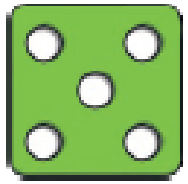


Examples:

Gradually and with a steady hand, she drew back the curtain.

Lazily, he stretched an arm out towards the remote control.

C Conjunction

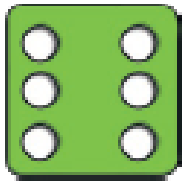


Examples:

Although he was the youngest, he was the most ambitious.

Unless they could find shelter by midnight, they would be in grave danger.

E -Ed verb



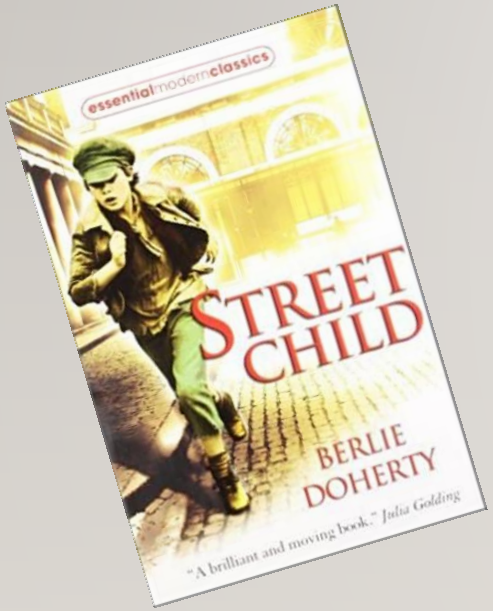
Examples:

Exhausted and wet through, she hauled herself back onto the boat.

Exhilarated, he smiled at the mysterious animal sounds coming from the trees.

READING COMPREHENSION
LO: FIND WORD MEANINGS WITHIN THE CONTEXT OF A TEXT

Turn back to Chapter 3 – 'Rosie and Judd'



Write a definition for these words based on what they mean in the text. Each word has the page you'll find it to make the task easier.

For example: Slums (p27) – *The word slums on page 27 refers to the poor, run-down area where the family lived in the city.*

Stately – p27 Finch – p27 Carriages – p28

Exhausted – p28 Pinafore – p29

Monday: Ask a grown up or older brother / sister to test you on last weeks spellings. You can do this in your writing book – use the LO: spelling test

If you have made any mistakes, copy the correct spelling out neatly 10x in your writing book (or use one of the other spelling practise strategies we use in school) – then at the end of today's work, ask to be tested again ☺

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 any of the coding activities. If you wish to try something different – how about having a go a doing your own coding? Try the coding activity on the next slide...

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

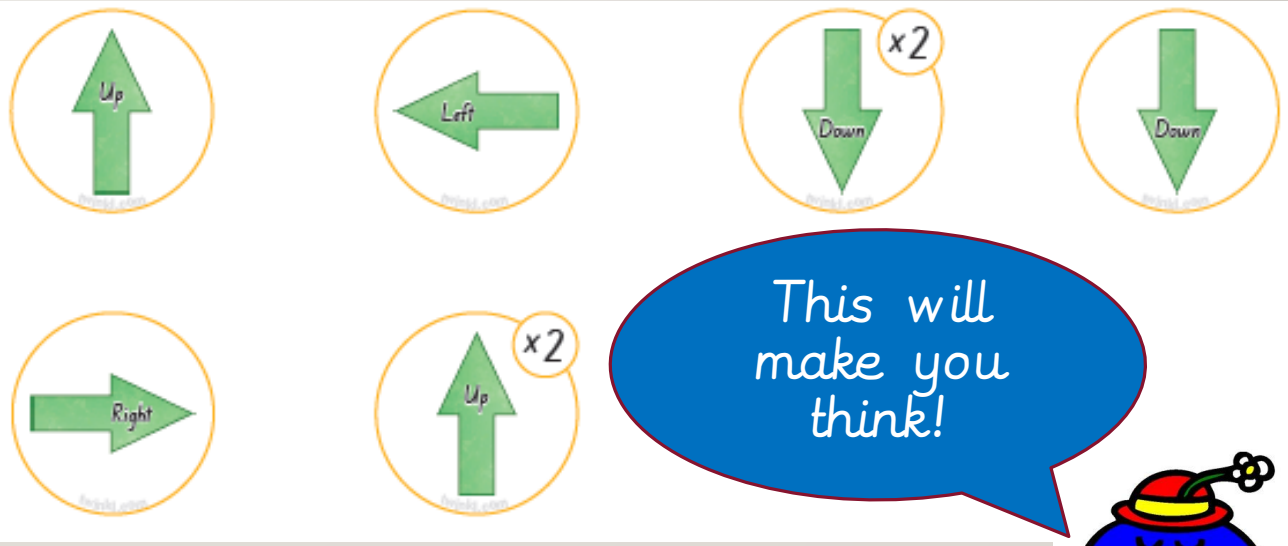
More resources	Teacher notes
Short link	https://hourofcode.com/star-wars
Student experience	Beginner

LO; Problem solving using algorithms

Instructions:

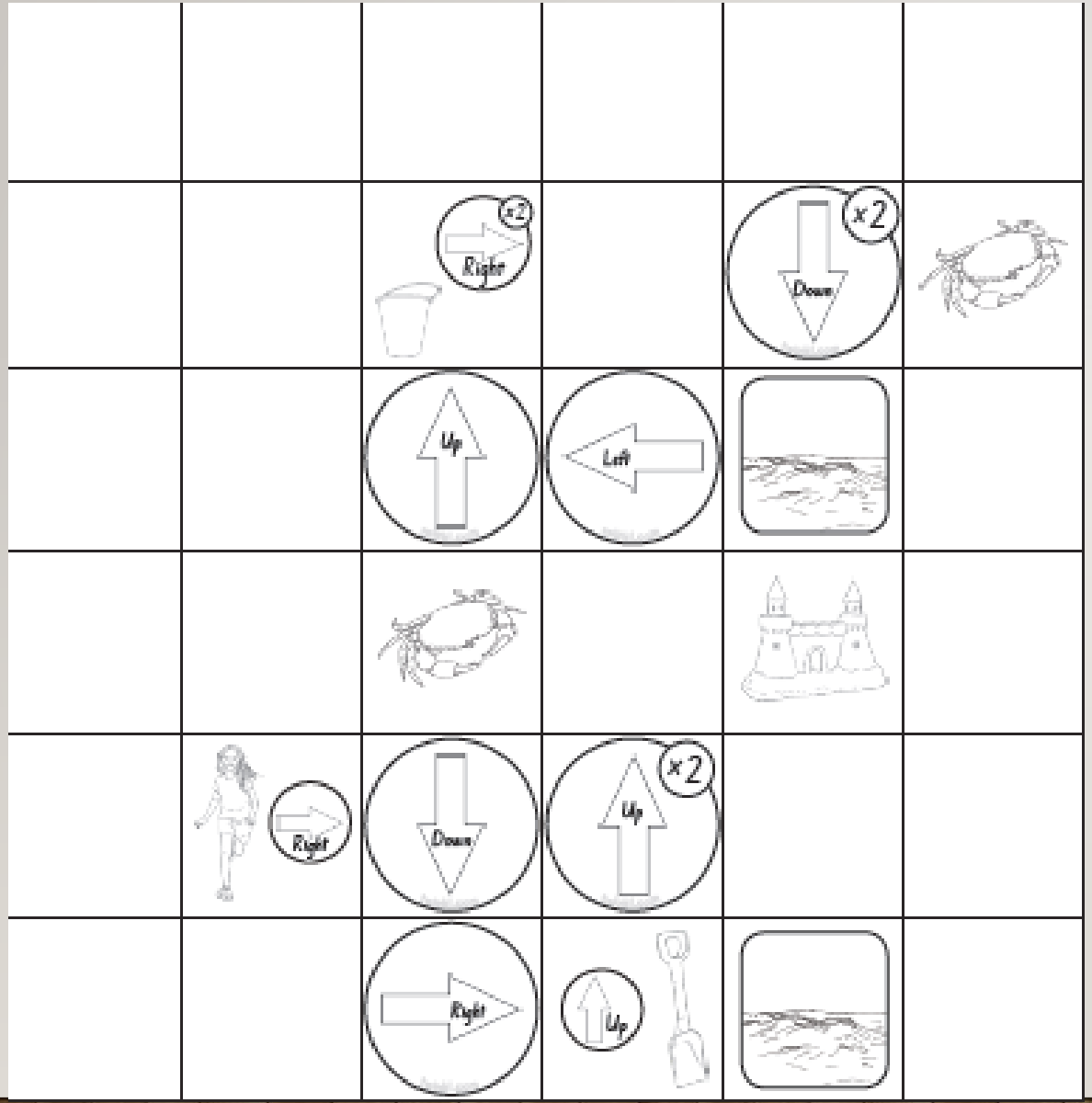
Your goal is to create an algorithm to help the child collect first the spade, then the bucket and take them to finish the sandcastle. Cut out the cards below and use them to create the correct path for the child. They must all be used to form part of the path. The x 2 cards mean that the child moves 2 squares in that direction.

You cannot go on a square that is blocked by a crab or a wave, but you can jump over an obstacle by using a x 2 card.



This will make you think!

Answer on the next page – no sneaky-peeky!

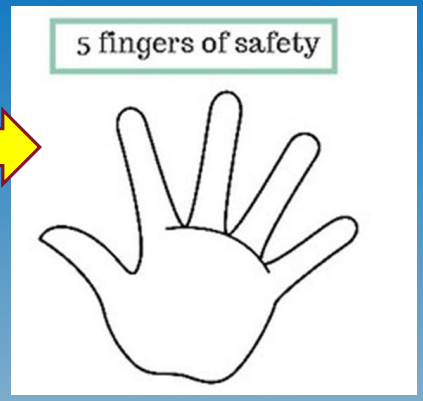


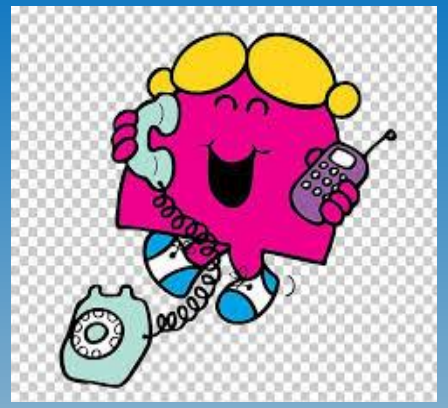
Answer:
So, how did you do? Are you a budding 'coder'?

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.