

THURSDAY 21<sup>ST</sup> MAY

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BEECH CLASS

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

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1. **Maths**
2. **English**
3. **Comprehension**
4. **Spelling**
5. PE
6. RE

Remember to stick to a routine,  
as best you can. It makes the  
day run much smoother – for  
everyone.



# LO: MULTIPLY BY USING A FORMAL WRITTEN LAYOUT, TO SOLVE PROBLEMS (THURS)

- Today I would like you all to use the written method we have been practising, to solve mathematical problems.
- Look carefully at the next slide before you start. You will all be doing the same task today.
- *If you feel you are not ready to apply the written multiplication method to these problems, you can look at earlier powerpoint slides from this week and use questions you did not do, or look for further 1 x 2 or 1 x 3 digit practise questions in the Abacus textbooks you took home. Obviously, I cannot give you answers, (I won't know what you are doing) but if this is what you choose to do, use a calculator to check every 3 answers as you go. The key thing is to become confident with the method.*



# Multiplying 3-digit numbers by 1-digit numbers

Work out how far the aeroplane can fly.

A Boeing 747 aircraft flies at a speed of 567 mph.

1 How far can the aircraft fly in 2 hours?

mph stands for 'miles per hour'.



Which cities could the aircraft fly to from London in:

- 2 4 hours?
- 3 5 hours?
- 4 6 hours?
- 5 7 hours?
- 6 8 hours?
- 7 9 hours?

Multiply 567 by the number of hours and look at the map to find which cities could be reached. Estimate first and predict before checking.

**THINK**

The circumference of the Earth is just under 25 000 miles. Could the aircraft fly around the Earth in 24 hours?



## Page 76

1. 1134 miles
2. Reykjavik, Moscow and Cairo
3. Reykjavik, Moscow, Cairo and Kuwait
4. Reykjavik, Moscow, Cairo, Kuwait and Abu Dhabi
5. Reykjavik, Moscow, Cairo, Kuwait, Abu Dhabi and New York
6. Reykjavik, Moscow, Cairo, Kuwait, Abu Dhabi, New York and Mumbai
7. Reykjavik, Moscow, Cairo, Kuwait, Abu Dhabi, New York, Mumbai and Panama

Think. No

So, which learning zone would you place yourself in today? Remember to think about this in your lessons... especially when you are able to choose activities (not like today!!).



# LO: TO IDENTIFY AND UNDERSTAND METAPHORS

A metaphor is a type of 'figurative writing', as is a simile.

The key difference between the two, is where a simile describes something as being 'like' something else, a metaphor describes something by saying it 'is' something else - even though we know that it's not.



# METAPHOR

**Figurative** – using or containing a non-literal sense of a word or words.

Metaphor is the **figurative** device that compares something directly with something else in order to create a **resemblance**

**Resemblance** – similar in appearance or quality to somebody or something else.

# WHAT IS IT?

“The moon was a ghostly galleon, tossed upon cloudy seas.”  
*‘The Highwayman’, Alfred Noyes.*

**Image** – a picture of something.



We know that a ship can't be a ghost, but using this metaphor forms the eerie **image** that Alfred Noyes wanted to create for the reader.



# WHY USE IT?

Using metaphors enables the writer to **economically** and **powerfully** add **Specific** description to something.

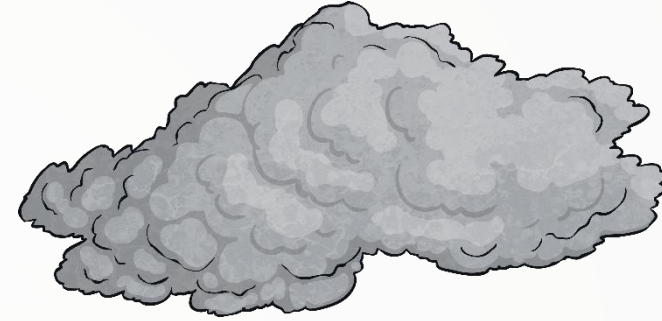
What image does this extract from *The Highwayman* create for you: A or B? Think why.

“The road was a ribbon of moonlight over the purple moor,”



# HOW TO IDENTIFY A METAPHOR

Metaphors are easy to spot because the **comparisons** between the descriptions of one thing to another do not contain 'like' or 'as'. Figurative sentences containing 'like' or 'as' are usually similes.



'It was raining cats and dogs'  
and not  
'It was raining like cats and dogs'.

# HOW TO USE METAPHORS FOR DESCRIPTION

Metaphors can give sentences more detail about **description**, **interest** and **power**. Here are some metaphorical sentences for describing parts of the body.

Her spidery hand quickly wrapped round the boy's wrist.

His leather-soled feet ignored the sharp shingle on the beach.

Dr Roper's lips slithered into a smile.

How do each of these metaphors add detail to the description of the features?

Here are some more examples of metaphors you may have heard before...

This lesson is a **recipe** for disaster.

He **showered** her with gifts.

I have **butter fingers**.

She **pulled the wool over my eyes**.

You are my **sunshine**.

A **blanket** of snow fell.

They **hatched** a plan.

My name is **mud**.

When a writer uses **figurative language**, they want to appeal to the reader's **senses, imagination** or **sense of humour**. The meaning of a figurative language phrase goes **beyond the literal meaning** of each individual word.

Song lyrics are a great place to find figurative language. Can you find the examples of **METAPHOR** in this song excerpt?

## “I’m Already There”

by Lonestar (excerpt)



I’m already there  
Take a look around  
I’m the sunshine in your hair  
I’m the shadow on the ground  
I’m the whisper in the wind  
I’m your imaginary friend  
And I know I’m in your prayers  
Oh I’m already there

I’m already there  
Don’t make a sound  
I’m the beat in your heart  
I’m the moonlight shining down  
I’m the whisper in the wind  
And I’ll be there until the end

Task :

Copy out the lyrics to the song  
(don’t forget the title!)

Underline each METAPHOR - yes... you can  
use gel pens or any colour you like! ☺  
Answers on the next page.



So, how did you do?



## “I’m Already There”

by Lonestar (excerpt)

The singer wants the listener to feel bright and happy, like sun shining on clean hair.

I’m already there  
Take a look around

The singer wants the listener to know they’ll always be there, like their own shadow.

I’m the sunshine in your hair  
I’m the shadow on the ground  
I’m the whisper in the wind

The listener can hear the singer’s voice everywhere, even in all the natural sounds around them, such as the wind.

I’m your imaginary friend  
And I know I’m in your prayers  
Oh I’m already there

A child’s imaginary friend is always available to play or to comfort them. The singer wants the listener to think of them like that.

Your heartbeat never stops – the singer never stops loving or thinking about the listener.

I’m already there  
Don’t make a sound

I’m the beat in your heart  
I’m the moonlight shining down

Even at night time, the singer will be there, watching over the listener, like the moon in the night sky.

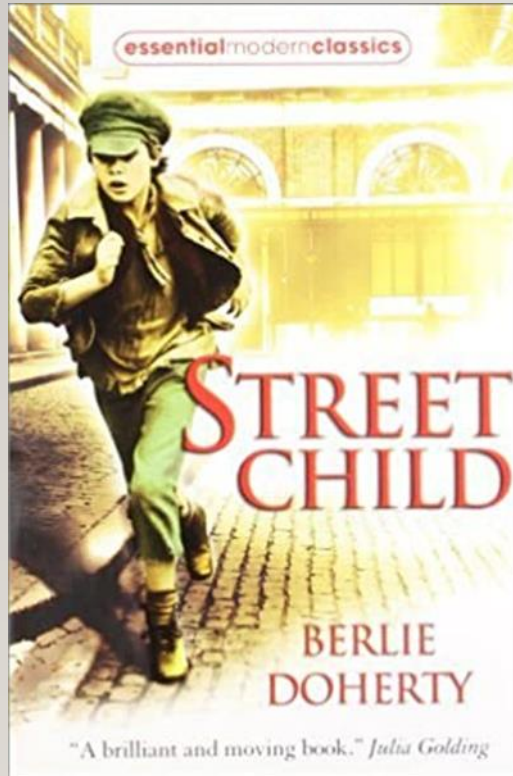
I’m the whisper in the wind  
And I’ll be there until the end



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# READING COMPREHENSION

LO: N/A

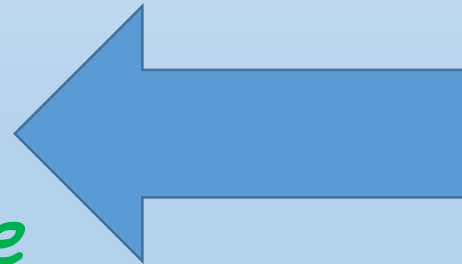


Read pages 67 - 70

# Thursday LO: Spelling practise

Task: Put this week's spelling into sentences which show you understand their meaning.

- All of you **MUST** use the correct punctuation. (CAPS / . / ! / ?)
- Most of you **SHOULD** use expanded noun phrases. (noun + description)
- Some of you **COULD** try today's 'challenge': *make the sentences more complex by adding expanded noun phrases*





# 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! 😊*



# RE

## LO:WHAT IS A HUMANIST

- Is everyone part of a religion ? Religious people try to be 'good with God' but others think you can be 'good without God'.
- Have a look at this BBC Bitesize clip <https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn>
- Christians and Humanists have some values that are the same.

- The following are the kind of rules Humanists try to live by:

Tell the truth      Be honest      Use your mind

Do to other people what you would like them to do to you



*Tell the truth    Be honest    Use your mind*

*Do to other people what you would like them to do to you*

Have a think about these and rank them in order from 1 to 4 - which is the most important to which is the least important. Then rank them again thinking which is the hardest to keep and which is the easiest to keep. Remember there are no right or wrong answers.

What do you think the world would be like if everyone lived by these principles? How would it be if everyone did the opposite? Jot down your ideas.





# Bournebrook

Church of England Primary School

# ChildLine

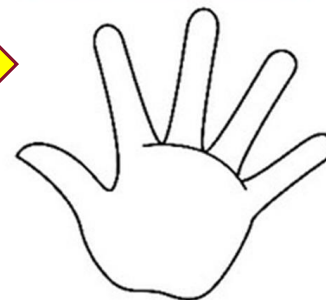
0800 1111



- 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.