

TUESDAY 12TH MAY

BEECH CLASS

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

1. **Maths**
2. **English**
3. **Comprehension**
4. **Spelling**
5. Geography / History (topic)

Remember; Keep trying with the work being set – everyone should be able to do at least some of it. Try your hardest and don't give up too soon.



TUESDAY

LO: SOLVE PROBLEMS INVOLVING MONTHS OF THE YEAR

- Read through the following slide.
- If you don't yet know any of these facts, either print out the slide if you can, or copy out the facts you need to learn and display somewhere you will see it often. Copy it into your exercise book if you wish. Get someone in your home to test you every day until these facts are known.

Time

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

365 days = 1 year

52 weeks = 1 year

10 years = 1 decade

100 years = 1 century

1000 years = 1 millennium



Sunday, Monday,
Tuesday, Wednesday,
Thursday, Friday,
Saturday



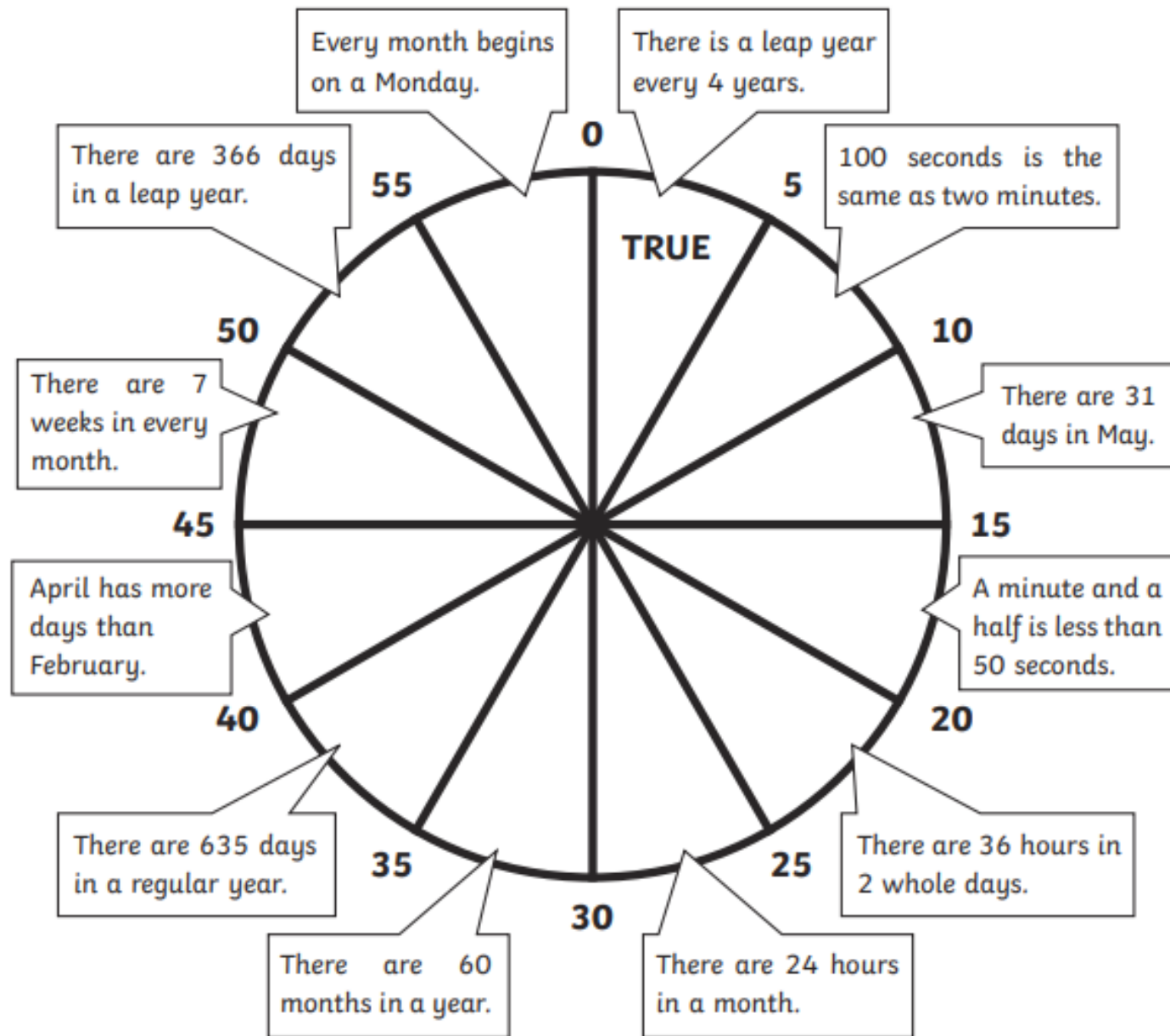
Thirty days in September,
April, June and November;
February has twenty-eight
All the rest have thirty-one.

Except in Leap Year,
that's the time

When February has twenty-nine.

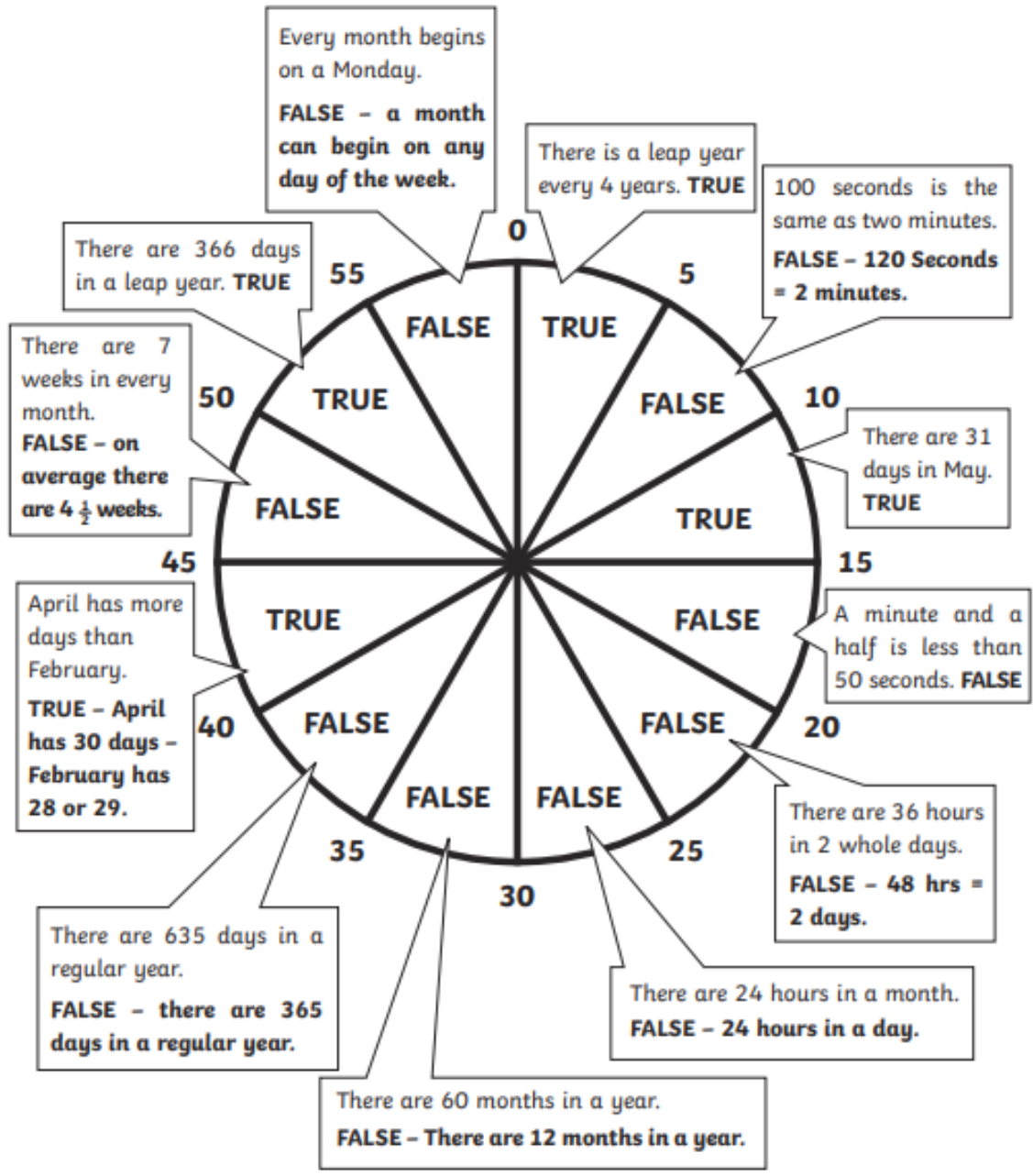
Be sure you've read these before going to the next slide!

Answer true or false for each of these questions – check your answers and colour each correct segment. Answer all twelve correctly to make a minute! The first has been done for you.



Today's warm-up.
Write out each statement – adding true or false.
How quickly can you do this? If you are unsure – look at the previous slide again.





So how did your do?
 If you made some errors – look back at the previous slides and try and learn from these.



TODAY'S TASKS...



- If you have the Abacus animal – shape, data and measures book
- 1) complete page 24,
- 2) then go to page 22



- If you have Evolve text book 3
- 1) complete page 42
- 2) then go onto page 44

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.

Abacus 4 answers (shape book)

page 24
Calendars

January, February, March, April, May, June, July, August, September, October, November, December

1. January 31 days	2. March 31 days	3. October 31 days
4. June 30 days	5. April 30 days	6. August 31 days
7. July 31 days	8. May 31 days	9. September 30 days
10. November 30 days	11. February 28 or 29 days	12. December 31 days

page 22
Calendars

1. 6 November	2. 20 November	3. 23 November	
4. 19 November			
5. Sunday	6. Tuesday	7. Thursday	8. Wednesday
9. 8 days	10. 12 days	11. 16 days	

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.

Evolve answers

Page 42

Calendars

1. January, February, March, April, May, June, July, August, September, October, November, December
2. April, June, September, November
3. 7 months
4. 2008/ 2012

Owl Answers will vary.

Page 43

Calendars

1. Winter:
December, January, February
Spring:
March, April, May
Summer:
June, July, August
Autumn:
September, October, November
2. 1st June
3. 7th June
4. 8th June
5. 4th June
6. 12th June
7. 10th June

Owl Answers will vary.

ENGLISH

LO: NARRATIVE (STORY) WRITING

- Today I would like you to write a story – in the same way we have been doing our ‘quick writes’ in class - but with a little extra time. Aim to write for between 35 and 45 minutes as this is as much about improving speed and quantity as it is your grammar and punctuation. It’s about building writing resilience.
- **Session 1 (today)– plan, then write, write, write!**
- Session 2, complete your story then proof read and edit to improve the first draft (if you have dictionaries etc., this may be a good time to use them 😊)
- Session 3, write out a final ‘best version’ draft with all improvements in place.

The next slide has the image I’d like you to write about, and the slide after that has some ‘stuff’ which may help you with your writing



What if a suitcase turned into a staircase?



Some things you may want to think about before you start:

Where has the case come from / who owns it? Where do the steps go? Who might use a suitcase like this? Why? Who found it / what will they do with it? Is there anyone / anything down there?

What words could you use to describe the case / staircase? Here are a few to get you started.

Green, mysterious, practical, vintage, enormous, magical, eerie, cold, dark, gateway, doorway, passage, escape, steps, stairs, concrete, bricks, darkness, depths...

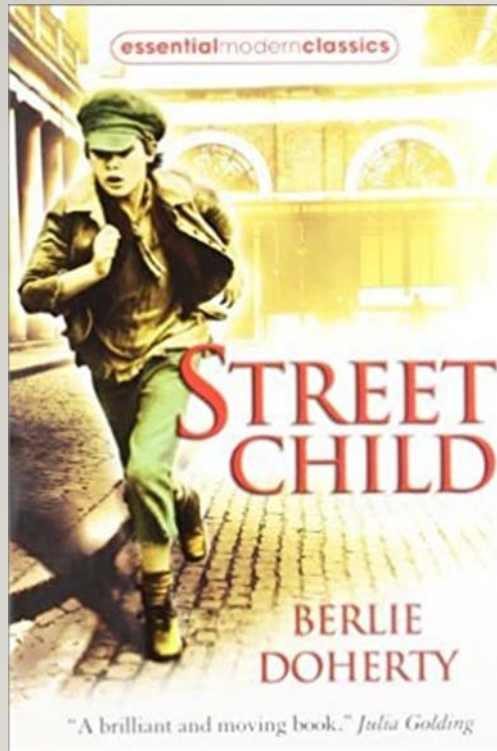
When you start writing, **have a brief plan** of where you will start, what happens to end up with this image and how the narrative ends, even if it changes or adapts as you write. Don't worry about the details or the grammar or punctuation at this point – it's the content / quantity first. Tomorrow we fine-tune. Have fun!

Ps. Avoid too much "speech" – it's a story not a play-script.



READING COMPREHENSION

LO: N/A



Read pages 45 - 50,
Chapter 5: Behind Bars

Tuesday: spellings to learn for this week

YEAR 4

- division
- invasion
- confusion
- decision
- collision
- television
- revision
- erosion
- inclusion
- explosion

YEAR 5

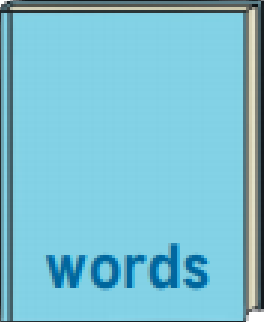
- deceive,
- conceive,
- receive,
- perceive,
- ceiling
- protein,
- seize,
- neither
- consider
- difficult


If you usually start with 5 'key' spellings - choose your 5 (perhaps with a little help from an adult) and focus on these as you would normally - then add more if you can as the week goes on.



Remember to do what you would normally to learn your new words throughout the week at home. These words are important to know for next year!

- Strategies you could use:

<p>Create with Colour</p> <p>Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.</p> <p style="text-align: center;"> spelling spelling </p>	<p>Capital Idea</p> <p>Write your words three times, each in capital letters.</p> <p style="text-align: center;"> SPELLING SPELLING SPELLING </p>	<p>Learn Your ABC</p> <p>Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.</p> <p style="text-align: center;"> my words spelling spelling words my </p>
<p>Take a Test</p> <p>Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.</p> <ol style="list-style-type: none"> 1. my 2. spelling 3. words 	<p>Picture This</p> <p>Include each of your words in a funny picture that makes you think of the word.</p> <div style="text-align: center;">  </div>	<p>Build a Sentence</p> <p>Write each of your words in a sentence. See if you can build your sentences into a story.</p> <p style="text-align: center;"> One day a huge spelling monster came to my town and ate all the words! </p>

<p>Keep Copying</p> <p>Write your words out three times each. Use different colours if you want to.</p> <p style="text-align: center;"> spelling spelling spelling </p>	<p>Make the Headlines</p> <p>Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> <div style="text-align: center;">  </div>	<p>Build a Pyramid</p> <p>Make a pyramid using the letters in your words.</p> <p style="text-align: center;"> w wo wor word words </p>
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LO: Investigate key inventions and their impact :

- <https://www.youtube.com/watch?v=3cp4cuXy43s> – gives an introduction to the industrial revolution.
- Use secondary sources (books / internet), collect information about the given invention for your year groups – these sources to include WWW, information books (if you have them), encyclopaedias etc.

Given the current situation, use what you can / find what you can, (including asking adults or emailing/facetiming people) – or simply use the information attached. Do your best :-)

Choose one of the key inventions below from the era of Industrial Revolution (alternatively if you have access to information about a different Victorian invention, write about that instead!)

- 1) Bell's telephone
- 2) Stephenson's Rocket
- 3) Edison's lightbulb

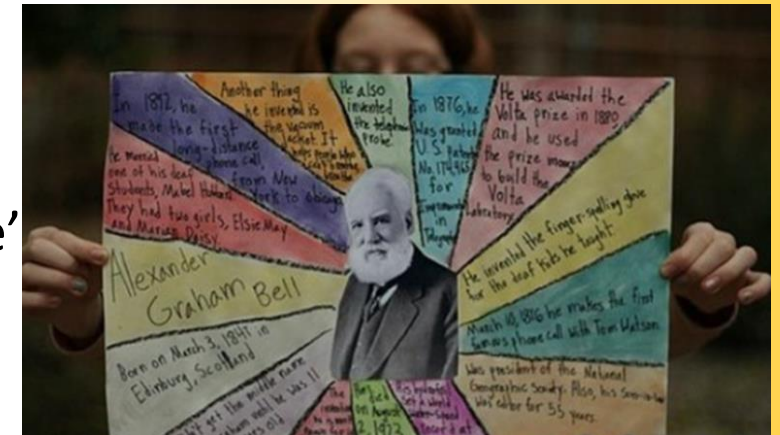
Your task will be to **write a 'Wikipedia' page** about your invention. Have a look at / evaluate a Wikipedia page on the next slide – note the features you will need to include on your own page.

The sample was taken from the following link – if you'd like to look at the original version: https://en.wikipedia.org/wiki/Queen_Victoria

You will have 2 weeks to plan and design your Wikipedia page

Week 1 – research and organise what you find out into suitable paragraphs: use the following suggestions to help...

- Early life – when and where were they born / family / education etc.
- Interests – what triggered their desire to invent?
- Early inventions – were they always focussed on one ‘theme’ or did they try several ideas out?
- What they are most famous for?
- What’s their impact (legacy) on our lives today?



Week 2 – design your Wikipedia page – using all of your research. Remember what a Wikipedia page looks like – look back at last weeks slides / links if needed.

Have fun!