

**TUESDAY 19<sup>TH</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. Geography / History (topic)

Keep doing your best!  
You're all doing brilliantly  
😊



## LO: MULTIPLY BY A 1 DIGIT NUMBER USING A FORMAL WRITTEN LAYOUT

- <https://www.bbc.co.uk/bitesize/articles/zjy2xyc>

Watch the video on this link and if you are able to work with a parent or another person, play the game . Do not complete the tasks - they are on the following pages.

(if you need additional examples - you can look back at yesterdays slides)

# HOW QUICKLY CAN YOU ANSWER THE FOLLOWING QUESTIONS – TIME YOURSELF

$3 \times 6 =$

$4 \times 3 =$

$0 \times 9 =$

$6 \times 3 =$

$9 \times 0 =$

$7 \times 1 =$

$1 \times 7 =$

$8 \times 5 =$

$7 \times 1 =$

$6 \times 9 =$

$5 \times 8 =$

$9 \times 6 =$

Did you spot any short-cuts?



## Examples

Work out  $242 \times 4$ .

$$\begin{array}{r} 242 \\ \times 4 \\ \hline 968 \\ 1 \end{array}$$

$4 \times 40 = 160$ , so 1 hundred is carried to the hundreds column.

3 bee hives each contain 921 bees.  
How many bees are there in total?

$$\begin{array}{r} 921 \\ \times 3 \\ \hline 2763 \end{array}$$

So there are **2763 bees**.

$3 \times 900 = 2700$ , so 2 thousands are written into the thousands column.

The examples above are from the books we use in class.  
Choose your level – answers on the next slide.



## Set A

Work out:

1  $\begin{array}{r} 13 \\ \times 3 \\ \hline \end{array}$

2  $\begin{array}{r} 23 \\ \times 4 \\ \hline \end{array}$

3  $\begin{array}{r} 19 \\ \times 5 \\ \hline \end{array}$

Work out:

4  $\begin{array}{r} 34 \\ \times 7 \\ \hline \end{array}$

5  $\begin{array}{r} 68 \\ \times 7 \\ \hline \end{array}$

6  $\begin{array}{r} 78 \\ \times 8 \\ \hline \end{array}$

Use short multiplication to work out:

7  $26 \times 3$

8  $35 \times 7$

9  $43 \times 5$

10 fifty-two lots of three

11 thirty-eight lots of eight

12 forty-seven lots of nine

## Set B

Work out:

1  $\begin{array}{r} 33 \\ \times 4 \\ \hline \end{array}$

2  $\begin{array}{r} 54 \\ \times 5 \\ \hline \end{array}$

3  $\begin{array}{r} 17 \\ \times 9 \\ \hline \end{array}$

Work out:

4  $\begin{array}{r} 39 \\ \times 6 \\ \hline \end{array}$

5  $\begin{array}{r} 57 \\ \times 9 \\ \hline \end{array}$

6  $\begin{array}{r} 76 \\ \times 7 \\ \hline \end{array}$

What number is:

7 5 times bigger than 38?

8 7 times bigger than 86?

9 8 times bigger than 67?

10 A bakery has 48 trays of bread. Each tray holds 9 bread rolls.

How many bread rolls are there in total?

## Set C

Use short multiplication to work out:

1  $154 \times 6$

2  $302 \times 7$

3  $761 \times 8$

4  $5 \times 973$

5  $9 \times 347$

6  $7 \times 851$

What number is:

7 4 times bigger than 372?

8 5 times bigger than 913?

9 184 times bigger than 8?

There are 125 g of flour in one cake. How many grams are in:

10 6 cakes?

11 9 cakes?

How many days are there in:

12 248 weeks?

13 913 weeks?

14 There are 356 times more people watching a show than performing. There are 9 people performing.

How many people are watching the show?

## Page 59: Short Multiplication — 1

### Set A

- |        |        |         |
|--------|--------|---------|
| 1. 39  | 5. 476 | 9. 215  |
| 2. 92  | 6. 624 | 10. 156 |
| 3. 95  | 7. 78  | 11. 304 |
| 4. 238 | 8. 245 | 12. 423 |

### Set B

- |        |        |         |
|--------|--------|---------|
| 1. 132 | 5. 513 | 8. 602  |
| 2. 270 | 6. 532 | 9. 536  |
| 3. 153 | 7. 190 | 10. 432 |
| 4. 234 |        |         |

### Set C

- |        |        |         |
|--------|--------|---------|
| 1. 445 | 6. 546 | 10. 413 |
| 2. 336 | 7. 534 | 11. 581 |
| 3. 582 | 8. 336 | 12. 234 |
| 4. 405 | 9. 711 | 13. 632 |
| 5. 552 |        |         |

# LO: TO WRITE SIMILES TO DESCRIBE A SETTING, CHARACTER OR ACTION.

Today you are going to continue to think about similes, how we use them and their effect upon the reader.

Read through the following slides, then have a go at making up some of your own.

Finally, see how many similes you can write using the image on the last of today's English slides.

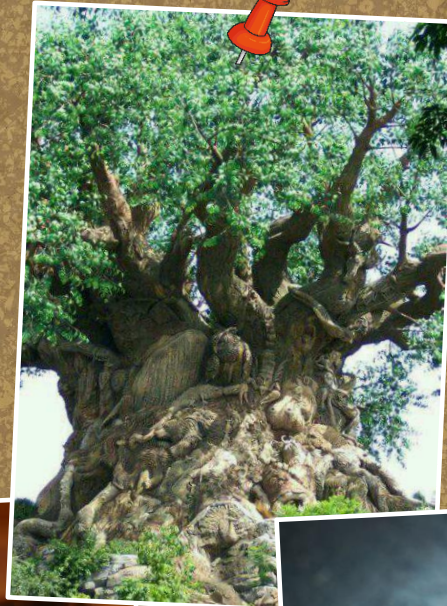
Have fun 'playing' with the language ;-)





# STARTER... WRITE DOWN YOUR IDEAS IN YOUR BOOKS

Can you think of  
any similes for  
the pictures?



Can you think of  
any adjectives to  
describe the  
pictures?

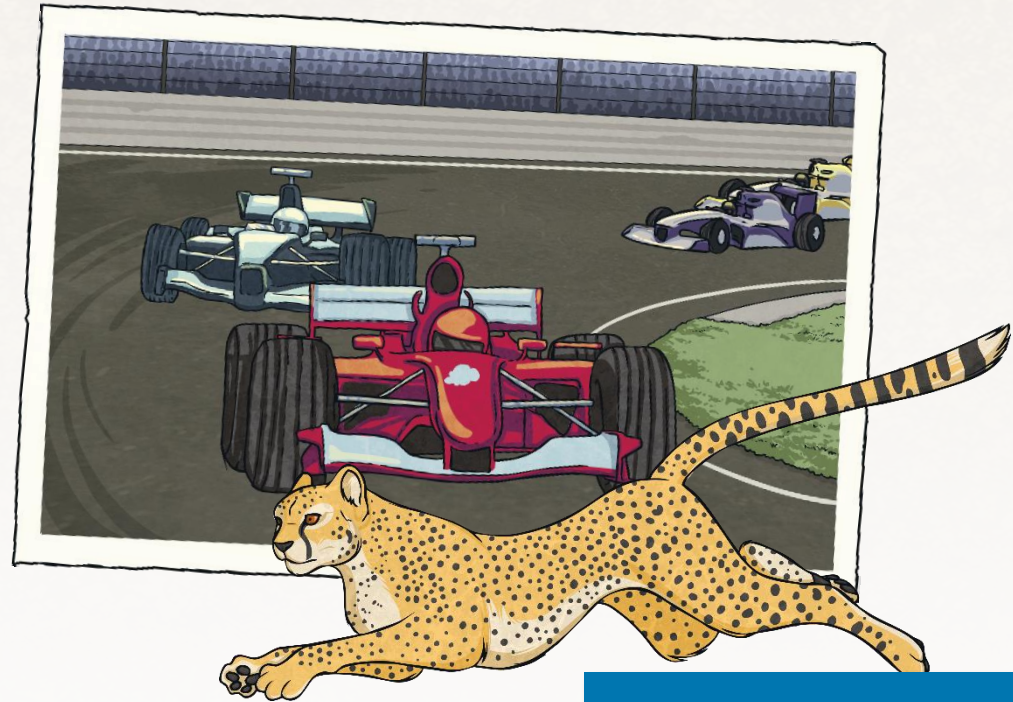
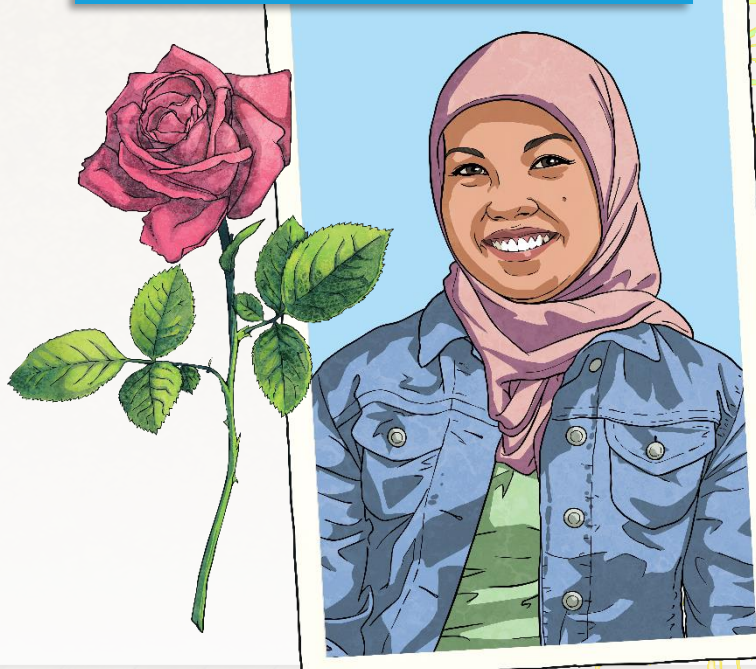




# SIMILE REMINDER

A simile is a way of describing something by comparing it to something else using 'like' or 'as'.

Her eyes are **like** stars and her lips are **like** roses.

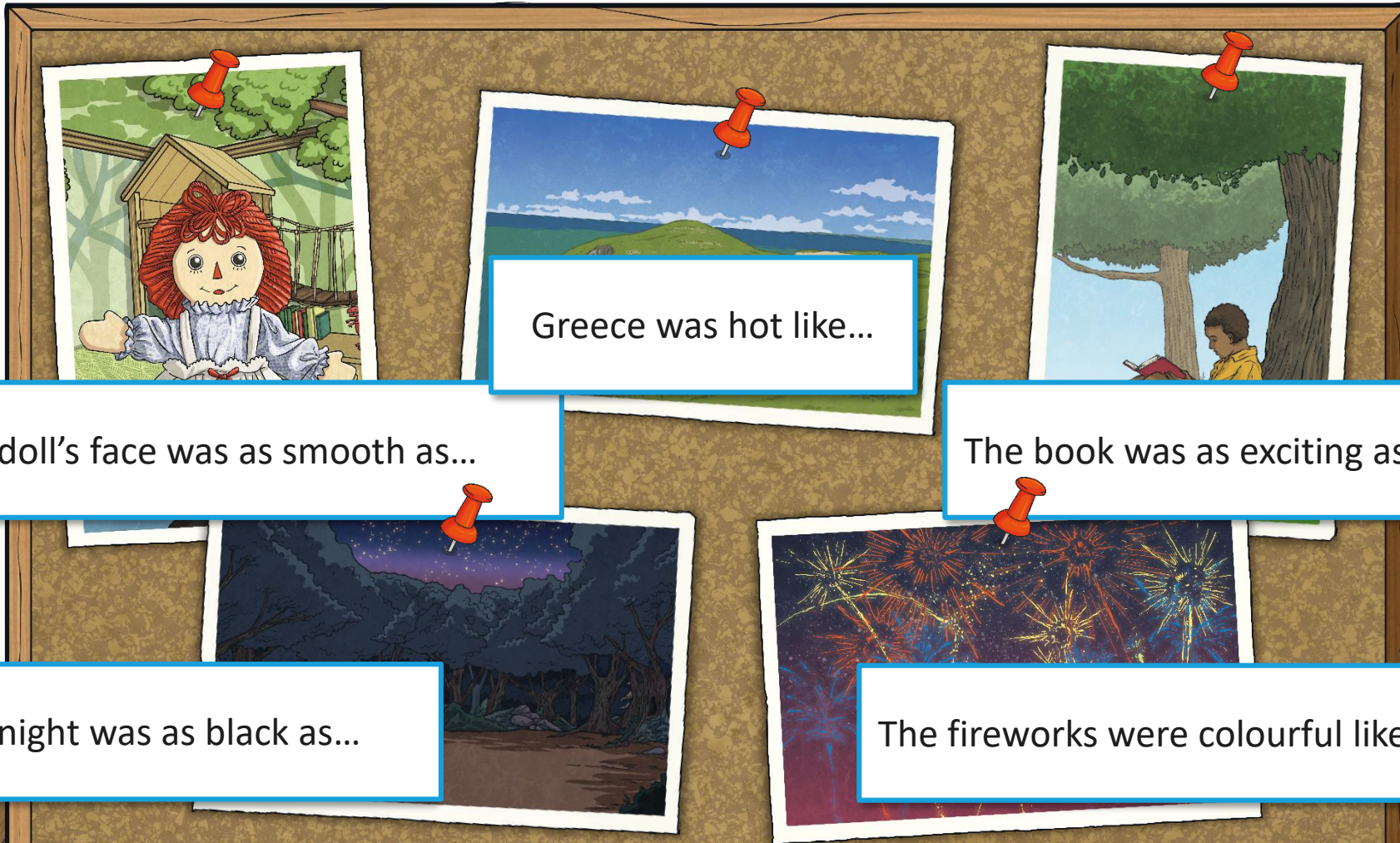


The car was as fast as a cheetah



# NOW YOU TRY... WRITE YOUR SENTENCES IN YOUR BOOKS.

Finish the similes:



The doll's face was as smooth as...

Greece was hot like...

The book was as exciting as...

The night was as black as...

The fireworks were colourful like...



# WHY?



Why do we use similes and adjectives?

When you are describing something, you are trying to create a picture in the reader's mind. Similes can help you to do this.

They are most often used in **stories and poems.**





Have a look at these well-known similes and think up some new up-to-date versions...

1. As happy as a pig in mud.

New version: As happy as...

---

2. As fresh as a daisy.

New version: As fresh as...

---

3. As busy as a bee.

New version: As busy as...

---

4. As cool as a cucumber.

New version: As cool as...

5. As clean as a whistle.

New version: As clean as...

---

6. As flat as a pancake.

New version: As flat as...

---

7. As quick as a wink.

New version: As quick as...

---

8. As snug as a bug in a rug.

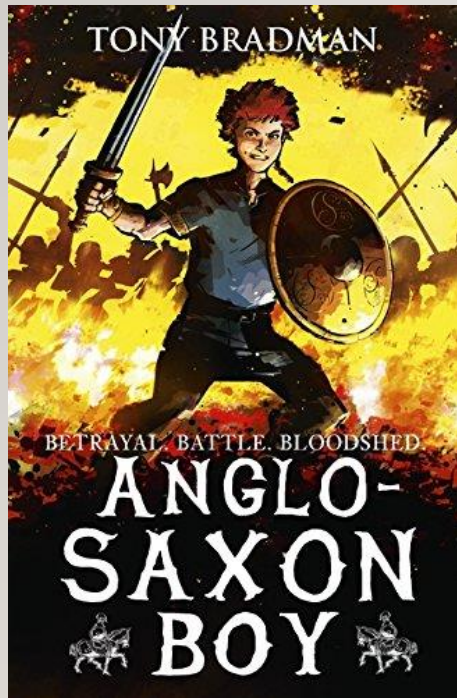
New version: As snug as...

WRITE AT LEAST 3 MORE SIMILES FOR THIS IMAGE



# READING COMPREHENSION

## LO: RETRIEVE DETAILS FROM A TEXT



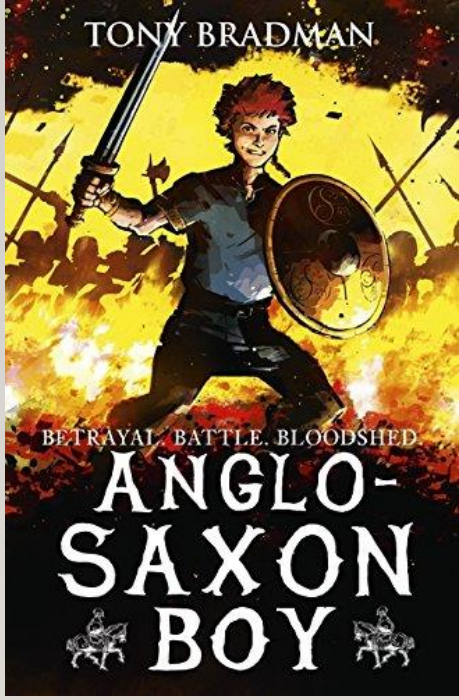
Look back at chapter 7

1. Is the workhouse big or small? What evidence supports your answer?
2. What 4 things did Jim tell Joseph was missing from the workhouse?
3. How long had Jim been there / how did he work this out?
4. What did Jim do to make Mr Barrack angrier than usual?



# READING COMPREHENSION

## LO: ANSWERS



1. Is the workhouse big or small? What evidence supports your answer? – **big, it's a long, high building with lots of rooms and corridors spread out over a vast area. Joseph hadn't seen all of it.**
2. What 4 things did Jim tell Joseph was missing from the workhouse? **Shops, carriages, trees, and a big river**
3. How long had Jim been there / how did he work this out? **About a year, because it was winter again – they sky was steely grey**
4. What did Jim do to make Mr Barrack angrier than usual? **He spoke, then told him he didn't mind any more.**

# Tuesday: spellings to learn for this week

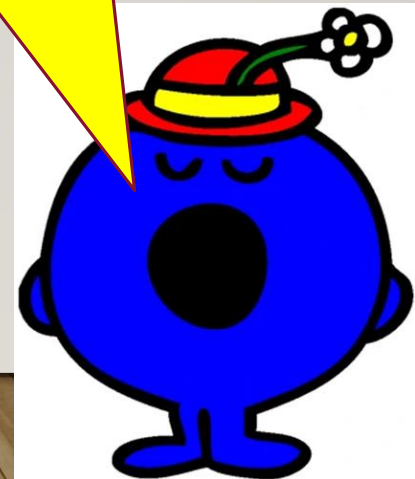
## YEAR 4

- baby
- baby's
- babies
- babies'
- child
- child's
- children
- children's
- appear
- breathe

## YEAR 5

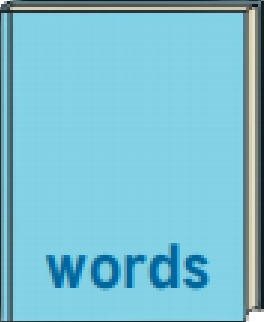
- deceive
- conceive
- receive
- perceive
- ceiling
- protein
- seize
- neither
- early
- enough


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><b>Create with Colour</b></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;"> <span style="color: blue;">s</span><span style="color: red;">p</span><span style="color: green;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: blue;">i</span><span style="color: red;">n</span><span style="color: green;">g</span>  <span style="color: red;">s</span><span style="color: blue;">p</span><span style="color: red;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: blue;">i</span><span style="color: red;">n</span><span style="color: green;">g</span> </p>	<p><b>Capital Idea</b></p> <p>Write your words three times, each in capital letters.</p> <p style="text-align: center;"> <b>SPELLING</b>  <b>SPELLING</b>  <b>SPELLING</b> </p>	<p><b>Learn Your ABC</b></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><b>Take a Test</b></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"> <li>1. my</li> <li>2. spelling</li> <li>3. words</li> </ol>	<p><b>Picture This</b></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><b>Build a Sentence</b></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;"> <b>One day a huge spelling monster came to my town and ate all the words!</b> </p>

<p><b>Keep Copying</b></p> <p>Write your words out three times each. Use different colours if you want to.</p> <p style="text-align: center;"> <span style="color: blue;">s</span><span style="color: red;">p</span><span style="color: green;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: blue;">i</span><span style="color: red;">n</span><span style="color: green;">g</span>  <span style="color: green;">s</span><span style="color: red;">p</span><span style="color: blue;">e</span><span style="color: red;">l</span><span style="color: blue;">l</span><span style="color: green;">i</span><span style="color: red;">n</span><span style="color: blue;">g</span>  <span style="color: red;">s</span><span style="color: blue;">p</span><span style="color: red;">e</span><span style="color: blue;">l</span><span style="color: red;">l</span><span style="color: blue;">i</span><span style="color: red;">n</span><span style="color: green;">g</span> </p>	<p><b>Make the Headlines</b></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><b>Build a Pyramid</b></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: HOW DID TRANSPORT DEVELOP IN INDUSTRIAL REVOLUTION?

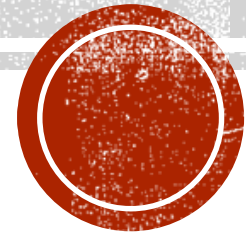
In this lesson we are going to find out about the impact of the canals during the industrial revolution.

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?

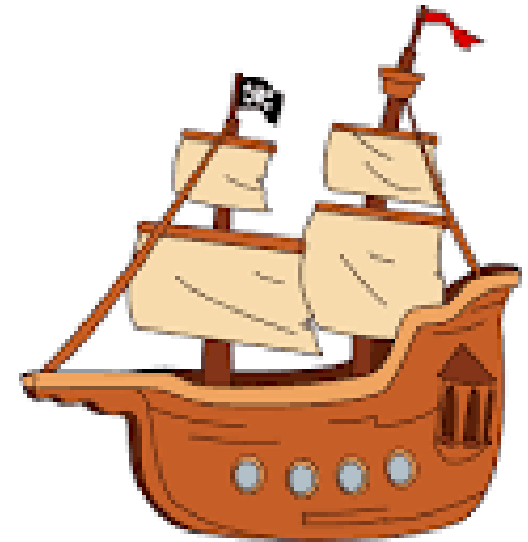




# DISADVANTAGES

*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 the Summer!



# DISADVANTAGES

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=X4YZG7AV8GK](https://www.youtube.com/watch?v=X4YZG7AV8GK)

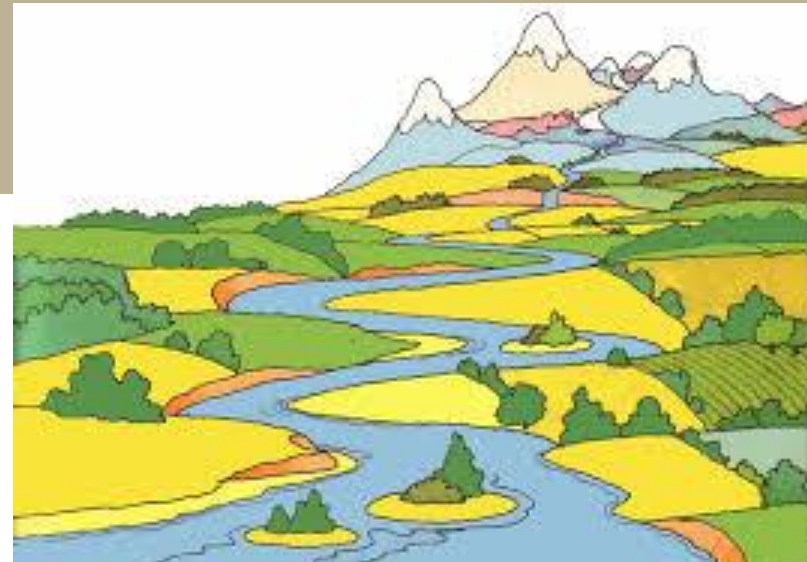
## Road:

- 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





So, what is the difference between rivers and canals?



# WHAT ARE RIVERS?

- Rivers occur naturally, as a result of rain falling on high ground, and running downwards across lower ground to the sea.
- They may be thousands of miles long, or only a few miles long.
- Can you think of any famous Rivers?



# WHAT ARE CANALS?

- 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!
- Can you name any famous canals?





# 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 the 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.

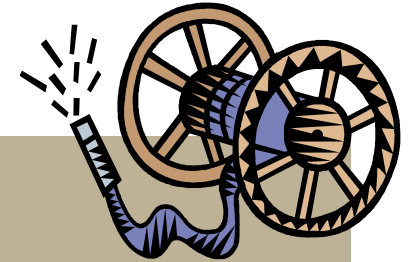
But if he had to cross a valley, then an aqueduct was the answer! England's longest aqueduct is the Edstone Aqueduct, on the Stratford canal.

(Both of these can be visited, search on the Canal and River Trust website)



# BUT 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.

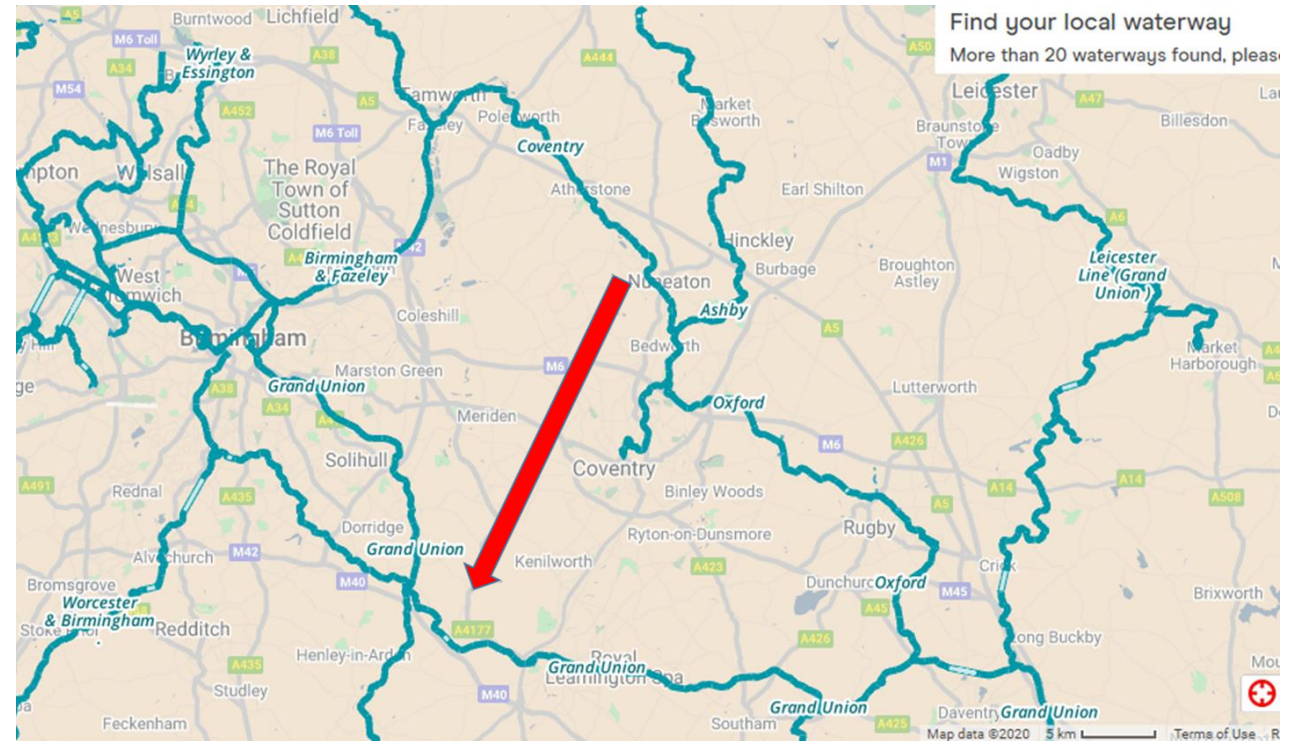
The Grand Union Canal opened on 1st January 1929, and was further extended in 1932. It was formed from the amalgamation of several different canals.

**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.

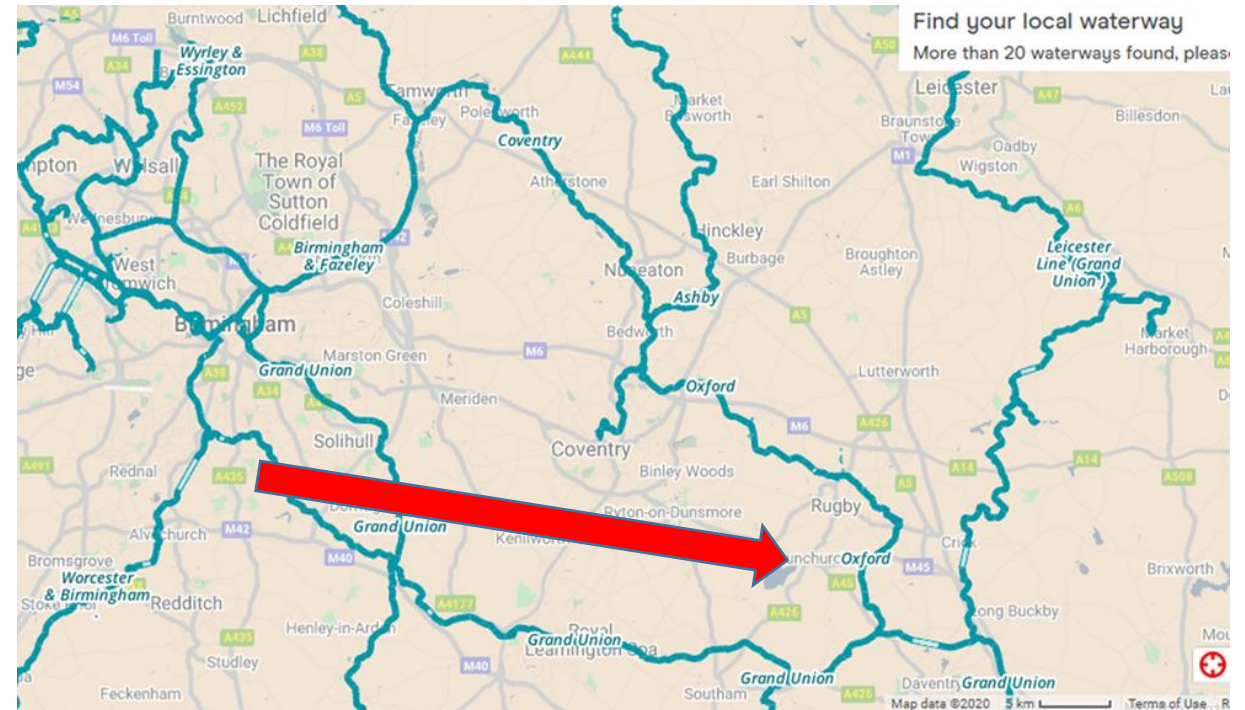
**Length:**  
126km (78 miles)

**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.

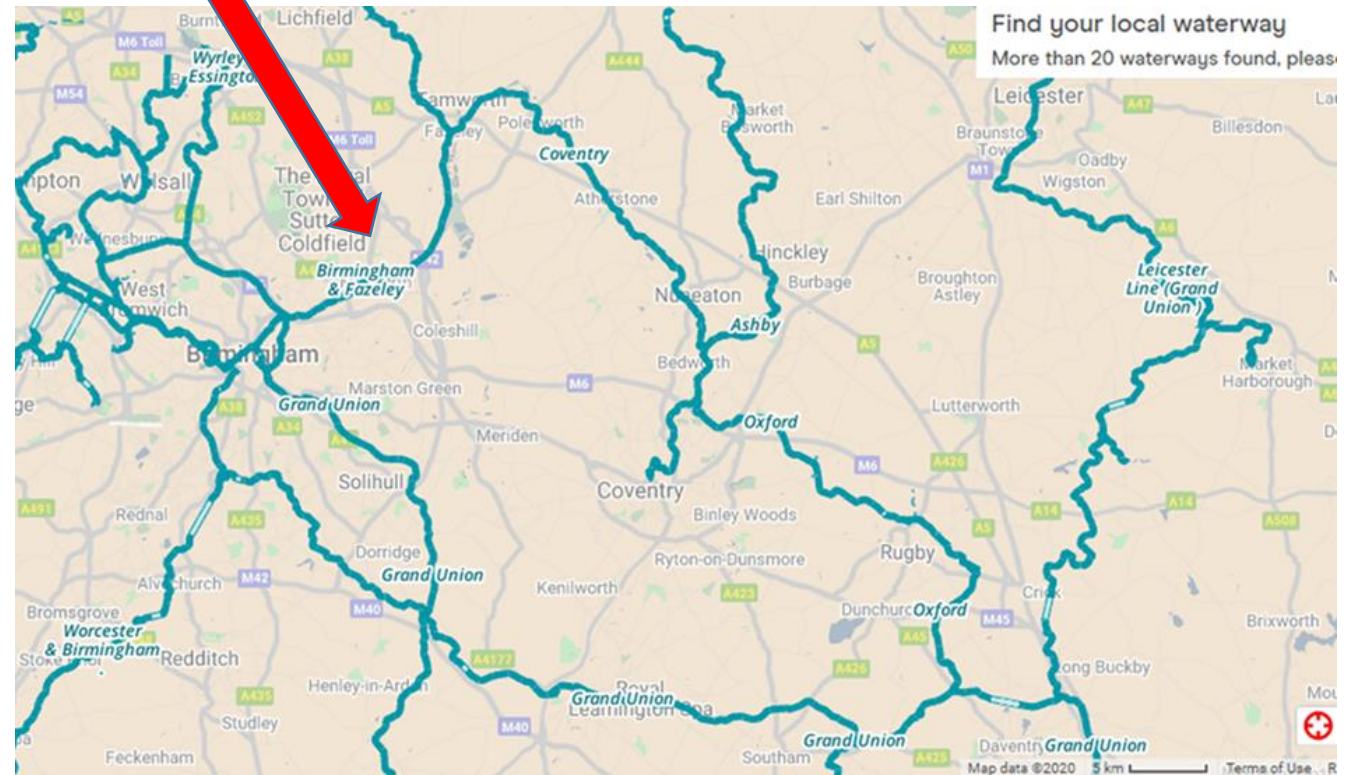
**Length:**  
186 miles

**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.

Use images, writing and colour to present your learning

- 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?
  - ✓ And finally, include details about your own specific canal
- Year 4: Grand union canal  
 Year 5: Oxford canal  
 Year 6: Birmingham canal



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







# Bournebrook

Church of England Primary School

# ChildLine

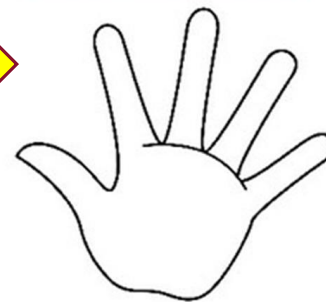
0800 1111



- 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.