

**WEDNESDAY 6<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. Handwriting
5. Science

Remember; Take time to have little 'brain-breaks' throughout your day – this may mean getting up and moving about, or having some time listening to your favourite music or watching TV. Perhaps you could find out what music they listened to around the time of VE day?



# MATHS

## LO: PROBLEM SOLVING

- On May 8th 1945, WWII ended and the Germans surrendered to the Allies.
- They agreed that they had lost the war and that the fighting should stop.
- Millions of people had died in WWII so everyone was really happy that the fighting was over.
- Lots of people came out onto the street dressed in red, white and blue. - Why these colours?
- They held parties in the street to celebrate with everyone that the war was over.



Your task today is to work out how many different combinations of red, white and blue children could wear to a street party.

To do this you need to approach the task 'systematically' – have a method you can apply, so you don't miss out any colour combination! There are 2 levels to this task – 2 items of clothing or 3 items of clothing.

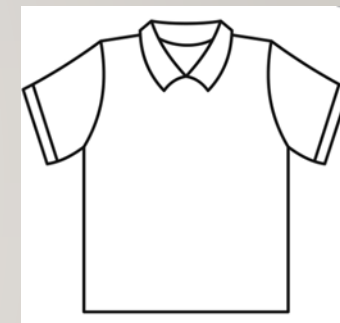
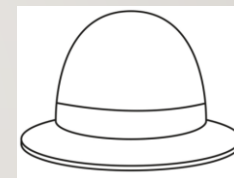
You can use any colour more than once – but NO patterns – just solid colours only.



These examples show:  
Blue + white  
White + blue  
White + white  
Red + red



Choose either:  
→ 2 items of clothing  
→ 3 items of clothing  
You can either draw them out Or create a table to put your combinations in.  
Have fun! 😊



“This is your victory... Advance Britannia”. Winston Churchill



*How many different colour combinations did you find?  
Could you find a mathematical way to work it out?*

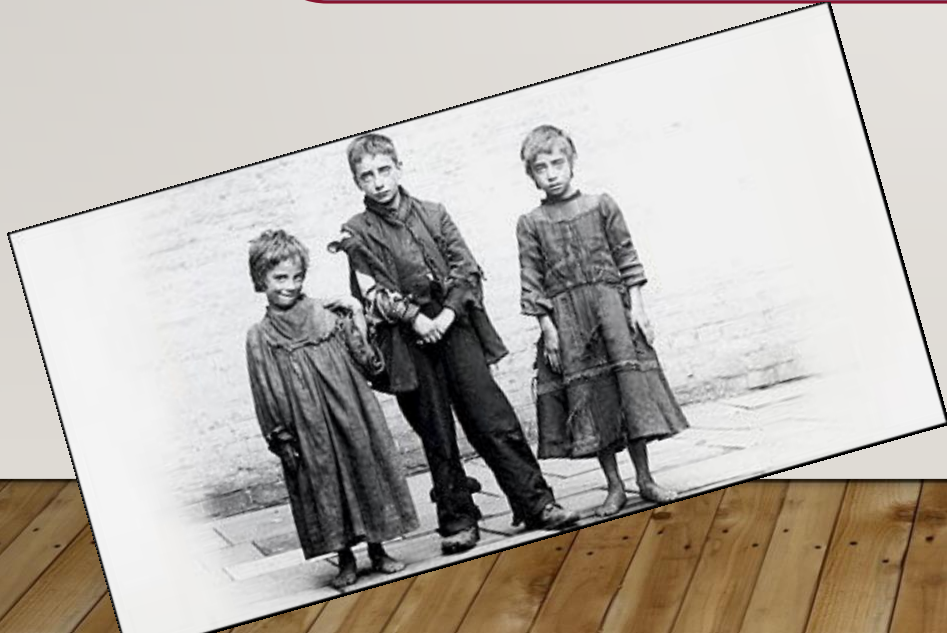
# ENGLISH

## LO: WRITE AN INFORMAL LETTER

REASON: To write to your mum (as Emily) telling her about how you feel being left at the big house with Rosie and Judd.

Today you are writing your letter.

Remember who your audience is (*your mum*) and the reason for writing in the first place. (*to tell her what you've been doing in the house and how you feel about being left there*) Make sure the tone and the language is informal - you know and love this woman. You miss her...



## To write an informal letter

**Paragraph 1:** Make the reason clear why you are writing.

**Paragraph 2:** Write in a chatty manner (i.e. use contractions, and you can use informal phrases and expressions, i.e. was feeling under the weather)

**Paragraph 3:** Summarise your main points for writing the letter

**Signing off:** You could choose from phrases such as - Best Wishes, Bye for now, All the best, Love from,

Write address here.

Write date below:

Dear .....

Paragraphs - as many as needed including conclusion (separated by Indents or missed lines)

Sign off here

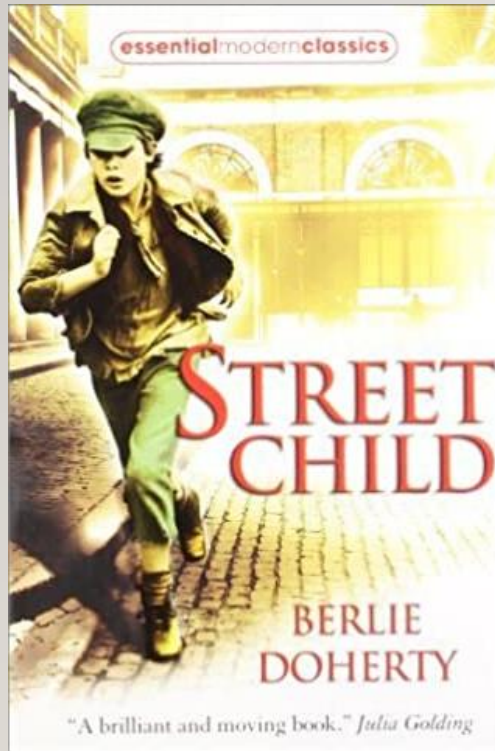
Make sure you use the best of your notes to write your letter to Mum. Give as much detail as you can to make the letter interesting. Use the right type of vocabulary - this is your mum you are writing to. Use the correct layout - the ←writing frame will help. Ensure all Non-negotiables are in place.





## READING COMPREHENSION

LO: EXPLAIN HOW MEANING IS ENHANCED THROUGH THE AUTHOR'S CHOICE OF WORDS AND PHRASES.



On pages 40 and 41, there are 3 similes. Find them.

1. Copy out each simile.
2. Explain what you think the author was trying to get you to imagine for each phrase?
3. Do you think the similes worked well / why?.

Challenge: write a better simile than the authors choice for Joseph. Think about the image you are trying to create for the reader.

Wednesday: This week's spellings - copy 2 rows, of each of these spellings using consistent letter formation.

LO: Handwriting practise

• Year 4

• science

• crescent

• discipline

• fascinate

• scent

• Year 5

• affect

• effect,

• altar

• alter,

• bridle

# SCIENCE 4

LO: To explore friction.

In Science this term, you're learning all about forces.

Begin by reading the following information **carefully** to find out what friction is:

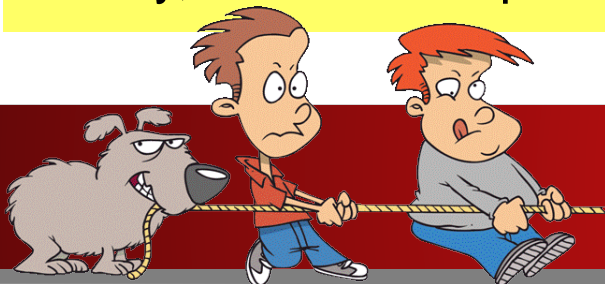
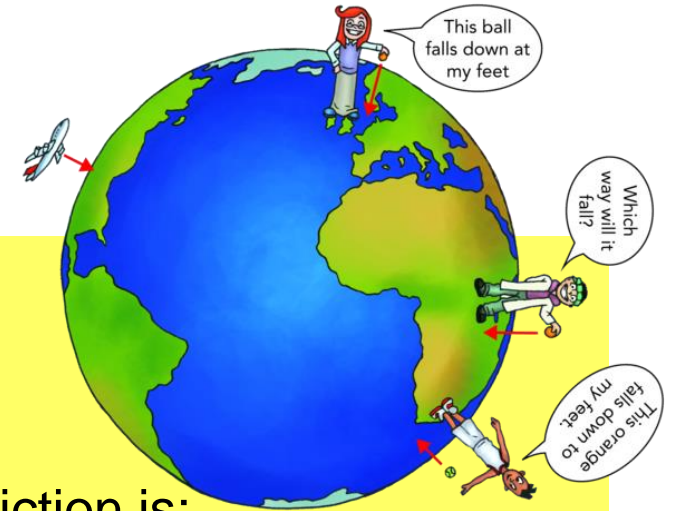
<https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs>

Then, watch the following videos about friction:

<https://www.bbc.co.uk/bitesize/clips/zcx76sg>

<https://www.bbc.co.uk/bitesize/clips/z79rkqt>

Finally, answer the questions on the following slides **in your green book**.



# Friction

Friction is the force that makes surfaces feel grippy. If there isn't much friction between things then they feel slippery. Some materials give you more friction than others.

1. Sometimes you want friction, and sometimes you don't. For each of these things below, say whether you need **loads of friction**, or **not much friction**. **Circle** the right answer.



There needs to be  
**not much friction / loads of friction**  
between the runner's shoes and the track.



There needs to be  
**not much friction / loads of friction**  
between the ice and the skates.



There needs to be  
**not much friction / loads of friction**  
between the drawer and the cabinet.



There needs to be  
**not much friction / loads of friction**  
between the motorcyclist's hands  
and the handles.

2. Complete these sentences about **friction** by choosing the right words in the brackets.

Friction is a force between two ..... [times / surfaces]. It helps you to ..... [hold / skid] on to things. You need friction between your bike wheels and the road or you will..... [stop / skid].

Mark your own – answers tomorrow

3. Doug is a goalkeeper. He's trying to make a record number of saves in an hour. Should Doug have **loads of friction** or **hardly any friction** between the ball and his gloves?

Doug should have

.....  
..... between the ball and his gloves.

4. How much **friction** is there in each of these examples? Complete the sentences below using the words in the blob. You'll need to use some words more than once.

motorbike's  
loads slipping  
friction not much



There is ..... of  
..... between the  
..... tyres and the road.

There is ..... friction  
between the boy and the slide.

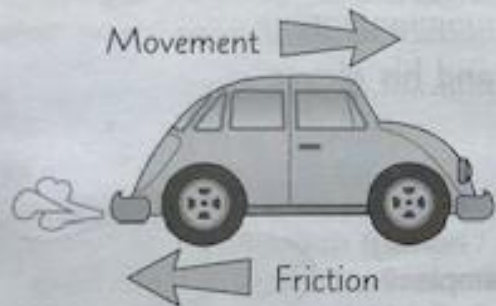


There is ..... of friction  
between the man and the floor.  
The friction stops him .....



Mark your own – answers tomorrow

5. The direction of friction is always **opposite** to the direction of movement. Draw and label arrows on these pictures to show which way the object is **moving** and which way **friction** is working. I've done the first one for you.



Copy the picture.



6. Charles pushes his toy car on a carpet. Why does the car **slow down**? Tick (✓) one answer.

He didn't push it hard enough.

Gravity held it to the carpet.

The car got older.

There was friction between the carpet and the car.

Tick (✓) the correct box to finish this sentence.

On a polished wooden floor the car would slow down...

...more quickly.

....less quickly.

Explain why this would happen.

.....

.....

Mark your own – answers tomorrow

7. Terry is riding his bike. What happens to the **speed** of the bike when he puts on the brakes?



These sentences are about what happens when Terry puts on the brakes. Circle the right words in bold.

The brakes press against the **wheels** / **seat**.

The **friction** / **air resistance** between the surface of the brakes and the wheels makes the wheels slow down.

If the brakes are pressed harder, there is **more** / **less** friction.

This makes the wheels slow down more until they **spin** / **stop**.

8. Some of these sentences about **friction** are true and some of them are false. Read each sentence then write **true** or **false** after each one.

A smooth surface makes more friction than a rough surface. ....

Friction slows things down. ....

Some surfaces feel slippery because they make loads of friction. ....

Friction can speed things up. ....

Friction can make things stop moving. ....

A rough surface is better at slowing things down than a smooth surface. ....

Mark your own – answers tomorrow

# CHALLENGE

Imagine riding a bike and gently pressing the brakes. What would happen? What would happen if you pressed the brakes harder? Try it out with a real bike if you can **carefully**. What do you think would happen if the brakes were worn down so they had a smoother surface?






# ANSWERS

## Pages 4-7 — Friction

- loads of friction, not much friction, not much friction, loads of friction
- surfaces, hold, skid
- loads of friction
- loads, friction, motorbike's, not much, loads, slipping
- Movement      Movement      Movement



Friction      Friction      Friction
- 'There was friction between the carpet and the car' should be ticked.  
'Less quickly' should be ticked.  
A polished wooden floor is smoother than a carpet, so there would be less friction to slow the toy car down.
- It slows down.  
wheels, friction, more, stop
- false, true, false, false, true, true





# Bournebrook

Church of England Primary School

# ChildLine

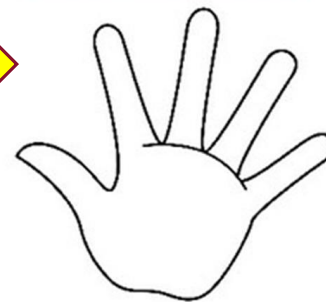
0800 1111



- 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



Enjoy your VE day activities tomorrow!



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