Thursday 21st May

Daily activities

Daily Physical Exercise

Practise your 9 times table and get fit at the same time!!

- https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-9-times-table/zr2gt39

Reading at home

You should still be aiming to read for **at least
20 minutes everyday.**

Remember, you can now take Accelerated Reader quizzes from home by using this link Howley Grange Renaissance at home and logging on as usual using your username and password.

To check that the book you are reading has a quiz, you can check it using on Accelerated Reader Bookfinder. It's okay to read books which haven't got a quiz – just keep a record of what you have read.

Keep reading and exploring new worlds and adventures!

English

WALT recognise different word classes.

If necessary, use yesterday's answers
to remind yourself what each word
classes' job is in a sentence-this will
help you with today's task.

Word Classes

Read the extract below.

Use this key to choose your colours, then find as many words as you can which belong to each class.

Word Class	Colour
common nouns	
verbs	
adjectives	
adverbs	
proper nouns	
prepositions	

Ever since Mr Rivers told me that I'd got the lead part in our school play, Robin Hood: *Superstar!*, I'd dreamed about opening night. Whenever I was stuck on a tricky maths question or drifting off in assembly, my mind would wander to the moment when I would step out on stage in front of a hundred wide-eyed, gaping-mouthed kids and parents, and belt out my first solo number:

I'm Robin Hood – superstar!
I steal from the rich to give to the poor.

But now that the moment had arrived, I had the jitters. This made it very hard to put my costume on.

"Ash?"

I pulled on my green leggings, only to realise that one leg was inside out and twisted round and very uncomfortable.

"Ash… "

I tried to tie my laces, but they ended up looking like balls of spaghetti.

"Ash!"

I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.

"Earth to Ash." A grubby hand waved in front of my face. "Are you ready? Everyone's waiting to go on."

That's when I realised that the classroom was empty.

Extract from the Twinkl Originals KS2 story 'Under the Lights'

Find and copy one **conjunction** from the text. _____

Find and copy one **pronoun** from the text. _____

Can you write a sentence with the word 'tie' as:

…**a noun?** _____

…**a verb?** _____

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Find and copy one **pronoun** from the text. _____

Can you write a sentence with the word 'tie' as:

...a noun? _____

...a verb? _____

You don't need to do both activities but if you can't print this sheet out, you can create a table (like the one below) on paper to show the different word classes and write examples from the text into the table, e.g.

Common nouns	Verbs	Adjectives	Adverbs	Proper nouns	prepositions
maths	dreamed	rich	somehow	Mr Rivers	on

Daily Spelling Practice

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

twinkl visit twinkl.com

Spelling practice looks slightly different this week as we don't want you to forget how to spell words from the Year 3 and 4 list and, more importantly, we also want to make sure you do some editing practice. Each day, there are 2 slides (following this one) which have spelling mistakes on them; the first slide identifies the word which is spelt wrong, whereas the second slide doesn't-this will be more of a challenge for some of you! If you usually start with 1 star work in English-I suggest attempting the first one only and if you're successful then you can always move on. Please don't stress yourselves out unnecessarily!

Your task each day is to correct or identify and correct each spelling mistake. There is space on the slide to rewrite the correct spelling but if you're unable to print out the slides then it is absolutely fine to jot the correct spelling on paper you have at home.

All of the words which you will need to correct are taken from the Year 3 and 4 spelling list (pictured left)-don't just copy them though!

Answers (as you know by now) are at the end of the presentation so that you can self mark (no cheating though!) and the idea, this week, is-once you've marked your answers, any spellings which you got wrong become the spellings for you to practise that day.

<u>If you make lots of errors or are finding it too hard, go back through your spelling book and practise a few of those you've previously got wrong in a test instead.</u>

There will be a slide each day to remind you of various ways to practise the words you're focusing on but the ideas are not exhaustive meaning that you can practise in other ways if you have other ideas.

Year 3 and 4 Correct the Spelling Mistake (3)

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. It was an amazing (experynce!)

2. Do you (beleeve) there is really a Loch Ness Monster?

3. Billy's favourite type of (froot) is grapes.

4. "What did you (lern) at school today?" asked Mum.

5. The football went (straaght) into the goal!

6. Ria jumped out from behind the tree as a (surprize.)

7. The milk tasted (straynj.)

8. A (cirkle) is round with one curved side.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. I'm not surtain of the way. I think we're lost!

2. Can you rememmber what our homework is this week?

3. The cat jumped throogh the window.

4. What pozition do you play in netball?

5. Jack had a reglar burger and chips.

6. That scarf is diffrent to that one!

7. "Dizcribe what the car looked like," said the police officer.

8. It was a tub of natchural yoghurt.

Daily spelling practice-words you got wrong in the previous tasks.

You may choose to do one or each of the following to practise your focus words (the spellings you got wrong or lacked confidence with in the previous editing tasks).

1.   Practise spelling them by using the strategy: Look, say, cover, write and check.

2.   Jot down and make 2 copies of your focus words and ask someone in your house to play 'Snap!' Before you're able to win the pair of cards, you should close your eyes and have a go at spelling the word.

3.   Use the focus words you've made. Turn them all over face-down and play matching pairs. Turn over 1 card at a time and attempt to find the one that matches!

4.   Make a mnemonic to help you remember how to spell the word (the sillier the better!) e.g. People= people eat oranges pigs like eggs!

5.   You could write each letter in a different colour (rainbow writing).

6.   Create a word pyramid – s

sc

sci

scie

scien

scienc

science

7. Describe the word to an adult or sibling-you could tell them the word class, what it means but you **must not** say the word!

8. Try drawing around the word to help you remember how many letters and the shape of them (see bottom left).

9. You could play 'Hangman' with people in your house-make sure you're accurate when you tell them which letters are/aren't in your chosen words!

10. Write the word backwards.

11. If you have chalk available, write your focus words on the floor to create 'Hopscotch' and when you land on a given word, close your eyes and spell it aloud.

12. Say each letter in turn as you go upstairs or when bouncing on the trampoline (if you have one).

scientist
- 9 letters
- 2 ascending letters ↑
- 7 sit on the line
- 0 descending letters ↓

Silent letter.
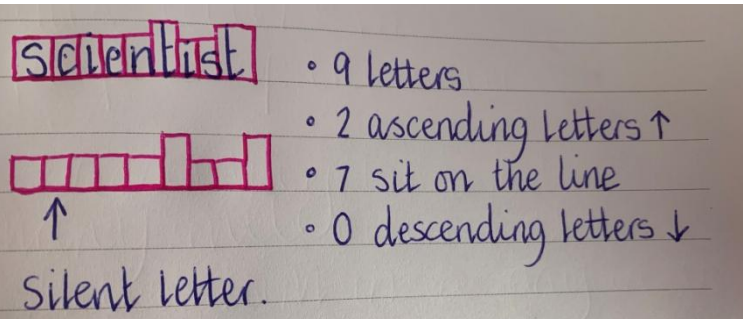
Maths

Why not send us a Rockslam? Miss Williams is eager to be challenged by you all!

Have you played in Studio yet? There's still time to climb the leader board!

We understand that you may not be able to get involved online and are practising your tables in other ways e.g. completing paper booklets, chanting them, saying them as you go up the stairs etc. -that is absolutely fine too!

But if you are able to get involved, we'd love as many of you to do so as possible.

ROCKSLAM
12 x 12
PLAY
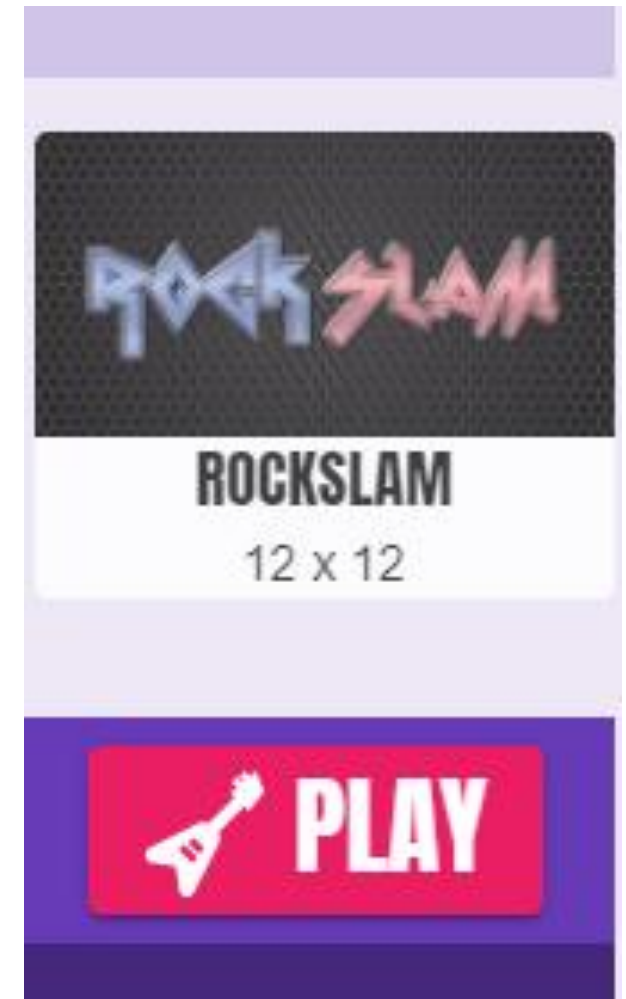
Aim to spend 15 minutes each day practising your times tables and associated division facts- we don't mind how you do it but we don't want you to forget them as they will help you for the rest of your lives!

10-4-10

Complete in the same way as we do in school. Aim to complete as many questions as you can in 10 minutes. Miss them out if you're spending too long thinking about how to tackle them. You don't need to write the question. Only show your workings if you need to. You should use the squares in your Maths homework book as this will help you set out any written methods.

1. £3.15 + ___ = £8.12
2. 1025 is 100 less than ____
3. 21 = ___ x 7
4. 48 ÷ 8 =
5. Change 3,764p into pounds.
6. Change 4 o'clock in the morning into 24 hour clock.
7. 2p + 2p + 50p + 20p + £1 + £5 =
8. £5.00 - ___ = £1.24
9. A Lesson started at 09:05 and lasted till 17 minutes past 10. How long was the lesson?
10. Convert 199 minutes into hours and minutes.

Extension

11. £25.10 - ____ = £7.75
12. 25p x ___ = £2.25
13. _____ + 1,996 = 5,000
14. How many twenty pences are there in £4.60?
15. £1.45 ÷ 5 = 90p - __
16. Convert quarter past 2 in the morning into digital time.
17. Order 8p, £8.88, £0.88, £1,88 and 18p from smallest to largest amount.
18. What must I add to £11.10 to make £15.00?
19. 75p ÷ 5 = 50p - ____p
20. A plane journey started at 16:40 and lasted for 4 hours and 19 minutes. What time did the plane journey finish?

W.A.L.T: consolidate our understanding of time.

Last week, we started the week by revisiting what you've previously been taught about time in year 3. We then introduced some new learning linked to time and this week we'd like you to consolidate this learning by completing the worksheets which follow this slide. These are in black and white so that you can print them out and write on them if you wish; alternatively you could write the answers in your maths homework book.

Some of you may need to look back at the daily presentations from last week to remind yourselves of the new concepts/methods we introduced e.g. 15 minutes in a quarter of an hour; to convert from 12 hour clock to 24 hour clock and vice versa you must add or subtract 12 from the hour digits.
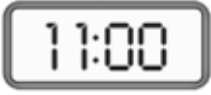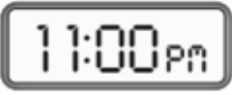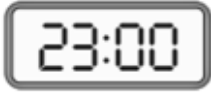
⭐Questions 1-3

⭐⭐Questions 1-5
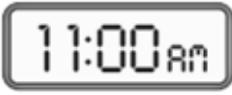
⭐⭐⭐Questions 1-9

As we're not there to check your understanding throughout the lesson, instead of having challenges for you to move on to, we have used the stars slightly differently-above you will see the question numbers which we'd like you to concentrate on. Start with the star you often start on, in maths, and then you can always continue on if you feel confident but do not pressure yourself to.

Helpful hints:
- Remember in 12 hour clock the hours are only ever 01, 02, 03 04...up to 12. Whereas in 24 hour clock, when you get to 12 you carry on 13, 14, 15, etc.. Up to 23.
- Look closely-is it am or pm?
- Am is morning and pm is after noon
- Remember there are 60 minutes in one hour.
- If you're not sure how to convert between 12 and 24 clock, look back at slides 17-29 on last Thursday's (14.05.20) presentation-this will remind you.
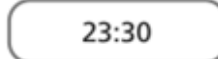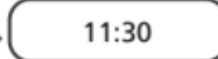
1. What is the same and what is different about the clocks in each set?

a)

[clock showing 11:00] am   11:00 AM   11:00

b)

[clock showing 11:00] pm   11:00 PM   23:00

2. Write the times in 12-hour digital format using am or pm.

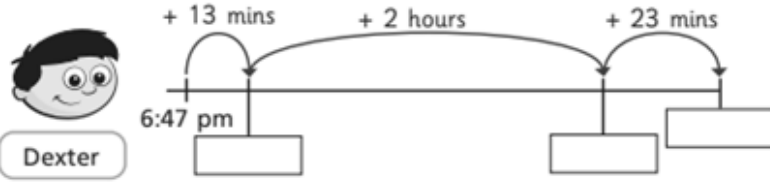| 24-hour digital	12-hour digital
06:10	
18:10	
21:12	
12:45	
00:45	

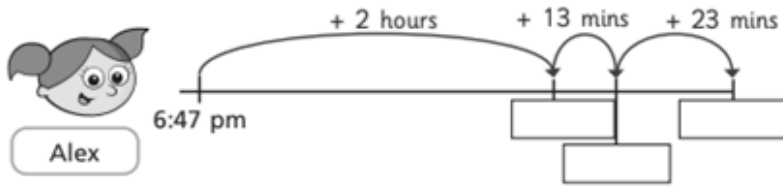3. [23:30] →Take away 12 hours→ [11:30]

To change from 24-hour to 12-hour digital time, you just have to subtract 12 from the hours.

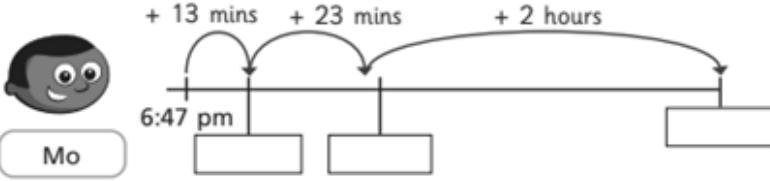Does Amir's method always work? _____

Explain your reasons.

4. The time is 6:47 pm.

Dexter, Alex and Mo are using number lines to work out what time it will be in 2 hours and 36 minutes.

Fill in the missing times in 24-hour format.

Dexter: + 13 mins, + 2 hours, + 23 mins
6:47 pm

Alex: + 2 hours, + 13 mins, + 23 mins
6:47 pm

Mo: + 13 mins, + 23 mins, + 2 hours
6:47 pm

Whose method do you prefer?

5. Complete the sequences by writing the next two times in 24-hour digital format.

a)

pm   pm   pm   ☐☐:☐☐   ☐☐:☐☐

b)

| 7:30 | 9:45 | 12:00 | ☐☐:☐☐ | ☐☐:☐☐ |

c)

| 9:10 pm | 10:00 pm | 10:50 pm | ☐☐:☐☐ | ☐☐:☐☐ |

6. Nijah is delivering a parcel to her friend's house.

She leaves her house at am.

She arrives at her friend's house at **11:50**

She leaves her friend's house at 11:55

If her return journey takes the same amount of time, what time will it be when she gets home?

Write your answer in 24-hour digital format.

☐☐:☐☐

7. Whitney thinks the time is 22:10

What mistake has Whitney made?

 am

8. | 0 | 1 | 2 | 3 | ☐☐:☐☐

Using the digit cards once only each time, write five different times that can be shown on the 24-hour clock.

_____

_____

9. The time 15:51 is palindromic.

If you write the digits forwards or backwards the time will be the same.

Write five other times in the 24-hour digital format that are palindromic.

_____

_____

<u>Computing</u>

We haven't included any specific computing activities during this period of home learning as we felt that you and your adults may have been fighting over time spent on devices and internet usage etc. as you're all working from home as well as possibly using them for some downtime.

We are also aware that not all of you have a device on which you can access specific computing software.

If any of the above applies to you, there are some ideas for activities (on the next 2 slides) that you can do to practise your computational thinking skills without hogging a computer or device at home.

Barefoot
from Computing at School | BT

Mini Missions
to build computational thinking skills

Our quick, easy to do activities provide fun ideas to get children practising their computational thinking skills.

Split into the six computational thinking concepts it's easy to discover new ways to introduce and reinforce learning from school and at home.

Algorithms
Making steps and rules

Cooking

Activity
Make something to eat with your child. Can they draw or write the instructions (an algorithm) for someone else to follow to recreate the dish?

Learning
Algorithms are used in everyday life, such as recipes. It is just producing a set of instructions or rules which can be followed accurately.

My Amazing Game

Activity
Ask your child to invent a game to play around the house and write out the rules (an algorithm). Play the game with them – do the rules explain everything about how to play? Can you find any loop holes in their rules?

Learning
Algorithms can be rules as well as a sequence of instructions. The rules need to be precise and specific.

Robotify Me

Activity
Ask your child to write the instructions (an algorithm) for something they've done today. Would a robot version of themselves be able to follow this? Is their algorithm precise enough? Test it!

Learning
Here your child has written an algorithm. Algorithms are a precise sequence of instructions or set of rules for completing a task.

Timetable

Activity
Ask your child to create a step-by-step timetable for tomorrow. What will they do first? Next? Then? Can they present their timetable in an easy to read format for others to follow?

Learning
Algorithms can be presented in different ways, here our timetable showing what we will do first, second, next is an algorithm.

Teddy Hunt

Activity
Ask your child to hide their teddy/toy in another room in the house. Ask them to draw, write or speak the instructions (an algorithm) for someone to find it. They need to be precise with their instructions if they want their teddy found quickly!

Learning
This activity helps demonstrate why algorithms need to be precise. If they're not, the teddy won't be found!

18

Logic
Predicting and analysing

Noughts & Crosses
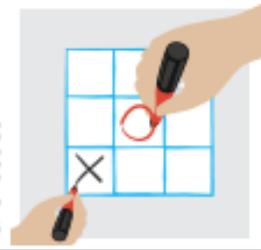
Activity

Play this classic game with your child. This game is full of logical thinking. Ask your child to explain where they plan to go with each move and why.

Learning

This game encourages your child to think logically about the implications of each move. Encourage them to share their thought process.

Magic Square

Activity

Provide your child with a 3x3 square. Can they add the digits 1-9 using each digit once so that all the rows, columns and diagonals add up to 15? Encourage your child to explain their thinking as they tackle the challenge.

Learning

This maths puzzle helps your child develop both trial and improvement, and logical reasoning skills.

Boxes

Activity

With your child, take turns to join dots with a line on dotted paper. Whoever completes a square puts their initial in it and gets an extra turn. The winner is the player with the most completed squares.

Learning

This game encourages your child to think logically about the implications of each move so as not to give their opponent the advantage.

Triangles

Activity

Ask your child to lay 10 objects to create a flat pyramid pattern:

Challenge them to move only three items so the triangle points downwards instead of upwards?

Learning

To complete this puzzle your child must think logically about which items to move. Encourage them to share their thought process.

Bedroom BattleShips

Activity

Play this classic game with your child by creating a giant grid and using a variety of teddys to represent ships. Encourage your child to think logically about where to strike next and why.

Learning

Once you've got a 'hit', this game encourages your child to think logically in order to try and sink the ships (teddys) with as few shots as possible.

19

Answers

Word Classes **Answers**

Read the extract below.

Use this key to choose your colours, then find as many words as you can which belong to each class.

Word Class	Colour
common nouns	
verbs	
adjectives	
proper nouns	
adverbs	
prepositions	

Ever since Mr Rivers told me that I'd got the lead part in our school play, Robin Hood: Superstar!, I'd dreamed about opening night. Whenever I was stuck on a tricky maths question or drifting off in assembly, my mind would wander to the moment when I would step out on stage in front of a hundred wide-eyed, gaping-mouthed kids and parents, and belt out my first solo number:

I'm Robin Hood – superstar!
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But now that the moment had arrived, I had the jitters. This made it very hard to put my costume on.

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"Earth to Ash." A grubby hand waved in front of my face. "Are you ready? Everyone's waiting to go on."

That's when I realised that the classroom was empty.

Find and copy one **conjunction** from the text. **Ever/since/whenever/or/when/and/but**

Find and copy one **pronoun** from the text. **me/I/our/my/this/it/they/you/everyone/that**

Can you write a sentence with the word 'tie' as:

…a noun? e.g. I straightened my tie and retrieved my cap from under the trolley.

…a verb? e.g. I managed to tie my laces after the third attempt.

Year 3 and 4 Correct the Spelling Mistake (3) **Answers**

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

Sentence	Answer
1. It was an amazing experynce!	experience
2. Do you beleeve there is really a Loch Ness Monster?	believe
3. Billy's favourite type of froot is grapes.	fruit
4. "What did you lern at school today?" asked Mum.	learn
5. The football went straaght into the goal!	straight
6. Ria jumped out from behind the tree as a surprize.	surprise
7. The milk tasted straynj.	strange
8. A cirkle is round with one curved side.	circle

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

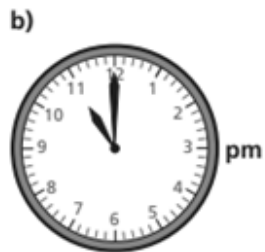| Sentence	Answer
1. I'm not surtain of the way. I think we're lost!	certain
2. Can you rememmber what our homework is this week?	remember
3. The cat jumped throogh the window.	through
4. What pozition do you play in netball?	position
5. Jack had a reglar burger and chips.	regular
6. That scarf is diffrent to that one!	different
7. "Dizcribe what the car looked like," said the police officer.	Describe
8. It was a tub of natchural yoghurt.	natural

10-4-10 Answers

1. £3.15 + **£4.97** = £8.12

2. 1025 is 100 less than **1125**

3. 21 = **3** x 7

4. 48 ÷ 8 = **6**

5. Change 3,764p into pounds. **£37.64**

6. Change 4 o'clock in the morning into 24 hour clock. **04:00**

7. 2p + 2p + 50p + 20p + £1 + £5 = **£6.74**

8. £5.00 - **£3.76** = £1.24

9. A Lesson started at 09:05 and lasted till 17 minutes past 10. How long was the lesson? **One hour and 12 minutes**

10. Convert 199 minutes into hours and minutes. **3 hours and 19 minutes**

Extension

11. £25.10 - **£17.35** = £7.75

12. 25p x **9** = £2.25

13. **3,004** + 1,996 = 5,000

14. How many twenty pences are there in £4.60? **23**

15. £1.45 ÷ 5 = 90p – **61p**

16. Convert quarter past 2 in the morning into digital time. **2:15am**

17. Order 8p, £8.88, £0.88, £1,88 and 18p from smallest to largest amount. **8p, 18p, £0.88, £1.88, £8.88**

18. What must I add to £11.10 to make £15.00? **£3.90**

19. 75p ÷ 5 = 50p – **35p**

20. A plane journey started at 16:40 and lasted for 4 hours and 19 minutes. What time did the plane journey finish? **8:59pm or 20:59**

Answers

1 What is the same and what is different about the clocks in each set?

a)

[clock showing 11:00] am [11:00AM] [11:00]

24 hour clock: the hour digits in the morning stay the same as in 12 hour clock.

b)

[clock showing 11:00] pm [11:00PM] [23:00]

24 hour clock: the hour digits in the afternoon/evening increase by 12 hours.

2 Write the times in 12-hour digital format using am or pm.

24-hour digital	12-hour digital
06:10	6:10 am
18:10	6:10 pm
21:12	9:12 pm
12:45	12:45 pm
00:45	12:45 am
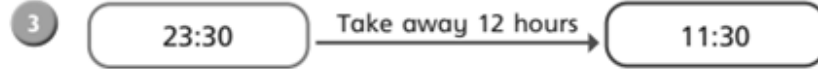
3 [23:30] Take away 12 hours → [11:30]

To change from 24-hour to 12-hour digital time, you just have to subtract 12 from the hours.
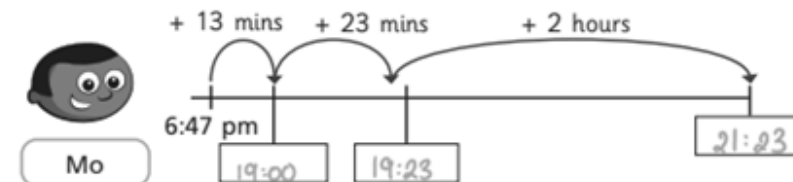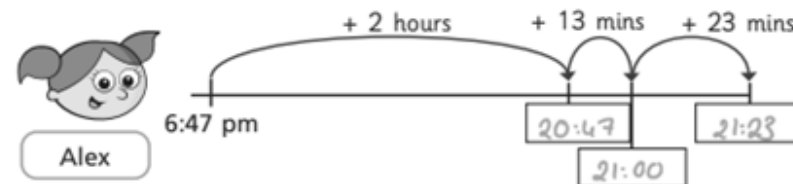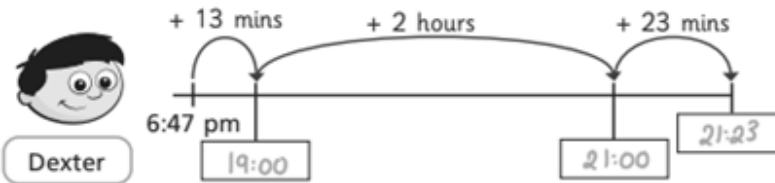
Does Amir's method always work? __No__

Explain your reasons. It only works in the afternoon/evening but not in the morning.

4 The time is 6:47 pm.

Dexter, Alex and Mo are using number lines to work out what time it will be in 2 hours and 36 minutes.

Fill in the missing times in 24-hour format.

Dexter: + 13 mins, + 2 hours, + 23 mins
6:47 pm 19:00 21:00 21:23

Alex: + 2 hours, + 13 mins, + 23 mins
6:47 pm 20:47 21:00 21:23

Mo: + 13 mins, + 23 mins, + 2 hours
6:47 pm 19:00 19:23 21:23

Whose method do you prefer?

5 Complete the sequences by writing the next two times in 24-hour digital format.

a)

pm   pm   pm | 18 : 00 | | 18 : 30 |

b) | 7:30 | | 9:45 | | 12:00 | | 14 : 15 | | 16 : 30 |

c) | 9:10pm | | 10:00pm | | 10:50pm | | 23 : 40 | | 00 :30 |
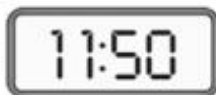
6 Nijah is delivering a parcel to her friend's house.

She leaves her house at   am.

She arrives at her friend's house at | 11:50 |

She leaves her friend's house at 11:55

If her return journey takes the same amount of time, what time will it be when she gets home?

Write your answer in 24-hour digital format.

| 1 | 3 : 0 | 5 |

7 Whitney thinks the time is 22:10

What mistake has Whitney made?

am

1. The hour digits can't be more than 12 as it says it's in the morning (am).
2. The time would be 10:22-she's muddled the hour and minute digits.

8 | 0 | 1 | 2 | 3 | | : |

Using the digit cards once only each time, write five different times that can be shown on the 24-hour clock.

e.g.   10:23   10:32   12:30   12:03   13:02

9 The time 15:51 is palindromic.

If you write the digits forwards or backwards the time will be the same.

Write five other times in the 24-hour digital format that are palindromic.

e.g.   12:21   13:31   14:41   20:02   21:12