Hi everyone,

Home Learning, round 2 begins this morning!

I imagine we would all prefer to be in school as normal – that’s certainly true for me! – but please take a moment to remind yourself and your children that whatever schoolwork you can get done this week will really help your child to stay in ‘school mode’ as well as helping to crush the virus too!

I’m posting 3 lessons today, along with some tips for Spelling and Times Tables practice.

First, in Maths, we’re going to move on from the addition that we did with the supply teacher last week and get to subtraction. We are working on the White Rose scheme of learning (<https://resources.whiterosemaths.com/resources/year-4/> ) and we’re in the middle of the ‘addition & subtraction’ unit from Autumn Term, weeks 5-7.

In English, we’ve been studying adverts and the tricks and gimmicks that advertisers use to persuade people to buy their products.

In Computing, we’ve just begun to look at coding using Turtle Academy.

I have really missed being in the classroom last week and I hope everyone is feeling OK. We’ll be back together soon!

Mr Beggs

Maths

We’re going to start simple, to make sure everybody gets it, before we move on to the trickier stuff. With that in mind, let’s be clear that **we’re not doing any borrowing today!** Another way of saying this is that we won’t be needing to do any **exchanging** or **regrouping**.

Here is today’s tutorial: <https://vimeo.com/463005007>

The worksheet is attached to the ping and is also on the school website.

Notice that the first 2 questions ask for a column subtraction calculation to be completed and have pictures to help. See if your child can complete the calculation without using the pictures – many of us will be able to do this! As a challenge they could cross out bits of the picture to show which parts they have taken away.

Then there are some calculations to do without illustrations.

Question 3 has a mistake in it – see if your child can spot it! What would happen if we tried to solve the calculation the way it has been written? What kind of answer would we get?

Question 4 uses a numberline to visualise subtraction. Part b may require a little help – children will need to be a bit patient to complete this properly.

Question 6 requires children to recognise that when finding the difference between 2 amounts, they will need to subtract. Part b may be surprisingly tricky for those children with English as an additional language.

**Some children may wish to stop there.**

Question 7 needs careful thought and a little help might be a good idea. Some tips: for both a and b, you should begin by looking at the ones column. On b, remember the ones are showing that something stays the same when a particular number is subtracted from it. What could that particular number be?

On question 9, it is more important to discuss this with your child than for your child to write anything, though notes will be useful. Note that Eva is trying to make the calculation easier. Try to solve 1000-727 as a column calculation – it’s difficult! But if we follow her advice and do 999-726, it’s a much easier column calculation and we still get the correct answer.

English

Look at the pictures of adverts in the English document. Can you predict what product each image was used to advertise?

Using the template on p.2 of the doc, create your own advert, cutting one of the pictures to go in the central square & using the circle, explosion & rectangle to add slogans, a name for the product they’re describing, a description of the benefits to be gained from buying it, a rhetorical question & other persuasive techniques we’ve already learned about.

Colour and decorate the advert to make it as enticing as you can. It would be great if you could share the results with me by email!

Finally, discuss the notes underneath the adverts. Did you guess any of the products they were selling? Do any really surprise you?

Computing

We have only just begun using this simple coding website to draw geometric shapes.

<https://turtleacademy.com/lessons>

Last time, we drew a square using this command:

forward 100 right 90

We had to do it 4 times to get the square, and we had to use the command clearscreen to return to a blank page. Notice that the spelling is important and the spaces are important. If we mess those up, it won’t work! It can help, then, that the program lets us simplify the words:

fd 100 rt 90

and

cs

Now read through lesson 2 and get used to telling your turtle to lift his pen & put it down again.

Finally, look back at the command to draw a square.

fd 100 rt 90

When we repeated it 4 times, we had a square. But there is a quicker way! If we TELL the computer to repeat this command 4 times, then we don’t actually need to bother repeating it – the computer will do it for us!

repeat 4 [fd 100 rt 90]

Spelling and times tables

The children are very familiar with using this website to practise their spellings. We are working on Rule 6 this week:

<https://spellingframe.co.uk/>

This website is one I recommend for keeping the times tables fresh in their minds:

<https://www.timestables.co.uk/>