

Wednesday 27th January 2021

Maths

27/01/21

WALT: Estimate the answer to a calculation.

Today we will practise estimating an answer to a calculation using rounding. Today we will practise rounding to the nearest 10, to estimate the answer to 2-digit calculations.

Our rule for rounding is :

0-4 HIT THE FLOOR!

5-9 UP WE CLIMB!

So, to round to the nearest 10, look at the ones column. If the number is between 0-4 you must round down 'hit the floor'. If it is 5-9 you must round up to the nearest 10, 'up we climb'.

For example 36.

Look at the number line. 6 means we must round up, and if you look, the next Ten up is 40.

So $36 = 40$.



Another example is 92.

The 2 tells us to round down. Look at the number line. The nearest 10 down is 90.

So $92 = 90$.



Activity 1

Practise rounding these numbers to the nearest 10. If you're stuck, try drawing a number line to decide which 10 is closest.

| | | |
|--------|--------|--------|
| $56 =$ | $72 =$ | $94 =$ |
| $13 =$ | $58 =$ | $35 =$ |

Activity 2

Now we can practise estimating the answer to a calculation. Write your estimate calculation and answer underneath the following number sentences. Once you have done this, use the column method to check how close your estimation was to the real answer!

For example:

$23 + 38 = 60$

$20 + 40 = 60$. Our estimation was exactly right!

| | | | |
|--------------|--------------------|--------------------|--------------------|
| Calculation: | $52 + 23 =$ _____ | $78 + 12 =$ _____ | $35 + 51 =$ _____ |
| Estimate: | ____ + ____ = ____ | ____ + ____ = ____ | ____ + ____ = ____ |

| | | | |
|--------------|--------------------|--------------------|--------------------|
| Calculation: | $27 + 39 =$ _____ | $94 + 12 =$ _____ | $77 + 66 =$ _____ |
| Estimate: | ____ + ____ = ____ | ____ + ____ = ____ | ____ + ____ = ____ |

WALT: Identify features of an instruction text.

Can you remember some of the features of an instruction text?

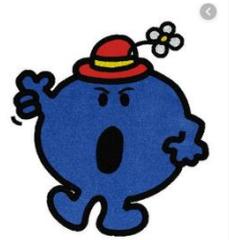
Online Resource:

<https://www.bbc.co.uk/bitesize/topics/zzyyycdm/articles/zws9tv4>.

Today we are going to focus on imperative verbs. These are verbs, doing words that are bossy! They tell you exactly what to do such as 'put' 'cut' 'chop'. Look at the poster attached about imperative verbs.

Have a go at being a bossy boots, give imperative verbs for someone else to do such as 'jump' or 'turn'.

Adverbs are also important when writing instructions, they give us further detail for how to carry out the instruction. For example stir the mixture **slowly**.



Activity 1

Read these sentences. Write the appropriate imperative verb into the gaps. **Can you add an adverb?**

1. At playtime, we have to _____ on our shoes and coats.
2. In assembly, we _____ into the hall.
3. During dinner time, you should _____ all of your dinner.
4. On Mondays you need to remember to _____ your P.E kit to school.
5. One of our class rules is to _____ our hands up when we want to speak.
6. We should always _____ up after ourselves in the classroom.

| | | |
|---|--|--|
| <p>Mrs Collins' Group</p> <p>house Mrs too by made I'm called here off make</p> | <p>Week 4</p> <p>Creating negative meaning using prefix mis-</p> <hr/> <p>misspell</p> <p>mislead</p> <p>mistreat</p> <p>misbehave</p> | <p>Miss Baker's Group</p> <p>mistrust</p> <p>misprint</p> <p>misuse</p> <p>misplace</p> <p>misheard</p> <p>misread</p> |
|---|--|--|

Magic Spell: Pronouns

A pronoun is a word that replaces a noun. Today we are thinking about using different pronouns to avoid repetition. Read this sentence and tell me what is wrong with it:

Jake went upstairs. Jake turned on the light and opened the window. Then Jake turned on the radio because Jake likes music.

The noun is repeated too much! It does not sound right. To stop this and improve our writing we can use pronouns instead of the name such as 'he, she, him, her, they, them'. If the noun is an object or thing you could also use 'it'. Have a look at this website to find out more

<https://www.bbc.co.uk/bitesize/articles/zjsnm39>

Activity 1

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

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

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. He fished my cap from underneath the art trolley and plonked it back on my head.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.

Activity 2

Rewrite these sentences but replace the repeated noun with a suitable pronoun. The first is an example to show you what to do.

1. That pencil belongs to Lucy. It is Lucy's.  hat pencil belongs to her. It is hers.

2. Khalil just loves maths; maths is his favourite lesson.

3. Mrs Smith took the register because Mrs Smith is our teacher.

4. Peter and Amelia timed Peter and Amelia as they ran the race.

Computing

Today I would like you to carry on with your PowerPoint. If you are doing a poster instead please carry on. Continue with your slides about your chosen animal. Add headings for each slide to tell us what the slide is about and make sure the text underneath makes sense and is organised.

Today either carry on with your typing or if you're ready you can add pictures. You can do this by searching for your animal in 'Google images' to find a picture you would like to include. When you find a picture, use the right hand of your mouse to click on it, then click 'copy'.

Then go back to your powerpoint and press the right click again. This time press 'paste'. This might take some practise but have a go! If you do not have powerpoint, you can practise this skill on Word too!

