Eagles and Falcons' Feedback

Date: Monday 18th and Tuesday 19th January 2021

Make sure that you try to keep up with the tasks that you have been set each day. That way, when we return to school, you will feel more confident about where we are up to.

The feedback here describes what the class did well and how we can make our work even better.

Maths

Number 8 on Monday tricked a lot of people! If you work out both calculations to the point where you get the 'remainder' you'll be able to continue the division to get a decimal answer. You should find that you get a different decimal answer for each question. This is because we are dividing by 5 for the first one and we get a remainder of 1. Therefore we have 1/5 (= 0.2 as a decimal). The second one gives you a remainder of 1 but we are dividing by 4. Therefore we have 1/4 (= 0.25 as a decimal). So although both equations give a remainder of 1, they don't equal the same when you calculate the decimal representation of the remainder.

Don't forget to self-mark your maths every day. The answers will be on the website for all groups at 2pm each day. Send us any work where you still can't figure out where you went wrong.

Remember: mistakes are how we learn.

Learning Adventure

We have seen some lovely work from you so far—you have managed to identify the features of a biography which will really help when you come to write your own about Charles Darwin. Please take on board the advice from your spelling lesson which asks you to use the spelling words in your biography.

Some points which cropped up in email feedback:

Relative clauses are introduced by a relative pronoun like: who, which, that, whose, where and when. An example could be: Boris Johnson, <u>who is the Prime Minister of the United Kingdom</u>, was born in 1964.

Grammar

A number of children struggled with the grammar task on active and passive voice. It might help you to look back at the flipchart that Mrs Pemberton put together for you.

It helps to:

-make the writing sound more objective

-make the writing more formal

-make it so the subject has the action done to it