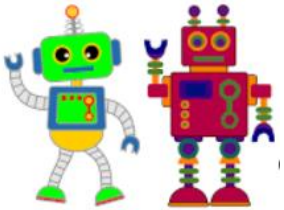
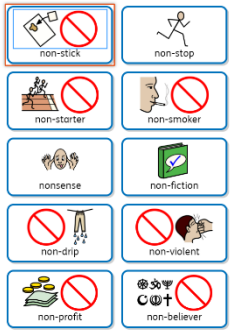
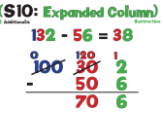
Year 4
Week 2: Robots

You do not need to print off any of the challenges. You can complete them on a piece of paper and take a picture of your work to upload it to Twitter or Facebook.

English	Spelling	Maths	Wider Curriculum	Wellbeing
English Activity 1 **Persuasion** Would you want a robot to be your best friend? Read the text and answer the questions. You will find the text and questions below.  **English Activity 2** Perform a persuasive speech either arguing for robots to become your friends or against robots to be your friends. You choose what you want to argue! Use the text you have already read to help you plan out your speech and perform it. If you want to, watch Duncan Harrison's speech to inspire you. Take a video and upload it to Twitter. 	**Prefix non___** You have a challenge using non__ words on Spelling Shed. If you don't have access to Spelling Shed, there is a list of non__ words for you to practise below. Go to BBC Bitesize to recap what a prefix is.  	**Maths activity 1:** **Column Addition**  Complete the calculations. They increase in difficulty at each stage. (Page included) Watch this video to remind you how we do it in school: Video link **Maths activity 2:** **Subtraction calculation**  Complete the calculations. They increase in difficulty at each stage. (Page included) Video link **Maths activity 3:** **Battle Challenge**  Use your calculation skills to solve the challenges. (Page included)	**Art** Watch Miss Wilson's YouTube video for inspiration. Collect everyday objects to turn into a found art robot sculpture. You can choose to make this a permanent or an impermanent sculpture, depending on the materials you use. Take a photo and upload it to Twitter!   **Geography**  Look at the graph to see the countries that use the most robots. Find the countries and label on the world map. Answer the questions (Page included)	**Exploring Emotions with Wall-E** Watch the video of Wall-E. Think about how he might be feeling both negative and positive. Write a postcard to him to cheer him up. You could point out all the positives you've noticed and things he could do next. If you want to research some advice you can give, this website has some ideas. 

Children will soon want to ditch their human best friend to spend time with a ROBOT instead, scientist warns

Fifth of youngsters say they expect to be friends with a robot in the future
Eight per cent say they already talk to voice-activated assistants like a friend
Young people have fewer concerns about robots threatening their jobs
Girls were more worried about working with robots than boys

Children could soon be ditching their human best friends to spend time with a robot instead, scientists have warned. It comes as a survey claims a fifth of youngsters aged between five and 18-years-old say they expect to become friends with a robot in the future. Some are already turning to artificial intelligence for company, with eight per cent saying they talk to voice-activated assistants, like **Amazon**'s Alexa or Apple's Siri, like they would a friend.

Make sure you know the meanings of these words

Artificial Intelligence or AI. e.g. Robots with AI can interact (talk and play) with you like a friend.

ditching e.g. "Ditch your friends and play with me instead," commanded my Robot Buddy.

voice activated assistant

revealed

fewer

mundane

robotics

preview

companion

engineering

'reading our expressions'

AI IN THE WORKPLACE

The research also revealed that young people have fewer concerns about the threat posed by robots in the future compared to adults.
Previous surveys have suggested more than half of British adults are worried about the impact of AI machines on their jobs.
But just 14 per cent of 9-18 year olds in the new survey were nervous about robots in the workplace while a third said they would actively welcome the chance to work alongside robots.
Just over a quarter of the youngsters questioned anticipate that robots will take on many of the mundane jobs humans currently enjoy doing.
Strangely, girls were more worried about working with robots with 19 per cent of them saying they would be compared to just nine per cent of boys.

Professor Angelo Cangelosi, director of the centre for robotics at the University of Plymouth, said it was likely that young people growing up with AI and robot technology today would develop closer relationships with them in the future.

He said: 'Robots of today are a fascinating preview of how we might be living our lives tomorrow.

'[We could have] companions capable of reading our expressions and remembering previous conversations, to domestic home-helps that can go to the shops for us.'

The survey of 1,246 young people found a quarter of young people currently use AI assistants at home while 41 per cent have one on their phone.

But the survey also suggests that many children feel their education is not helping them get ready them for a future where AI and robots will be part of everyday life.

More than a third said they they do not feel adequately prepared for working with technology and computers later in life.

James Law from Sheffield Robotics at the University of Sheffield, said: 'The research suggests that children may need to think more carefully about their GCSE and A Level options to prepare them for the world of work. What's clear is that almost every job will require a degree of under-

Questions to answer to check you understand the text

1. What do some kids think about robots—are they worried about them taking over or threatening their jobs? Do they expect to be friends with robots? 2. What do most adults think about robots? Are they worried about losing their jobs? 3. How can robots help us? 4. Kids say they think robots will do mundane (boring) jobs. Can you think of any mundane jobs robots could do instead of humans? 5. Do you think you could trust having robots in our homes, work and in our lives? Why or why not? 6. Do children need to think about learning to work with robots? Why? 7.Would you want to have a robot friend? Explain your answer.

Spellings with prefix 'non'

Some questions to think about

What does the prefix 'non' mean?

What do all these words mean?

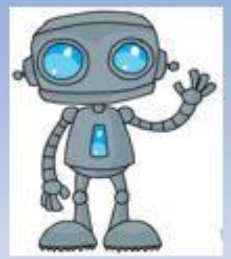
What happens to the meanings if you take away 'non' from each word?

Can you put each of these words into a sentence?

Learn your spellings

Memorise these spellings by using the Look, Say, Cover, Write, Check, Correct technique.

You **look** carefully at the word and spell **(say)** it out loud. **Cover** the word and **write** it down. **Check**. If you got a bit wrong, underline the tricky bit and **correct** the mistake.

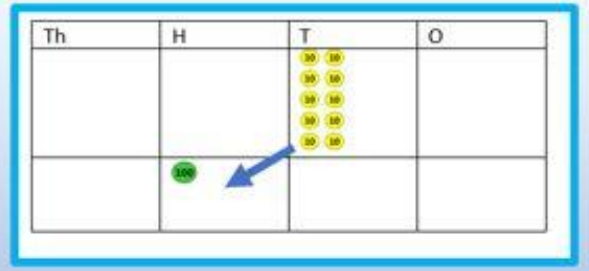


Maths Activity 1: Column Addition

No exchanges:

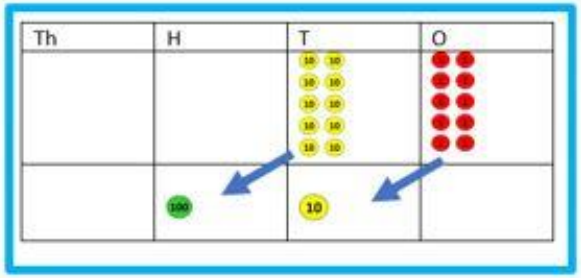
1	32 + 41	2	406 + 322
3	647 + 322		

One exchange:



1	634 + 75	2	504 + 378
3	318 + 664		

More than one exchange:



1 724 + 197

2 786 + 195

3 532 + 683

4 458 + 889

5 845 + 375

6 42 + 46 + 987

Maths Activity 2: Column Subtraction

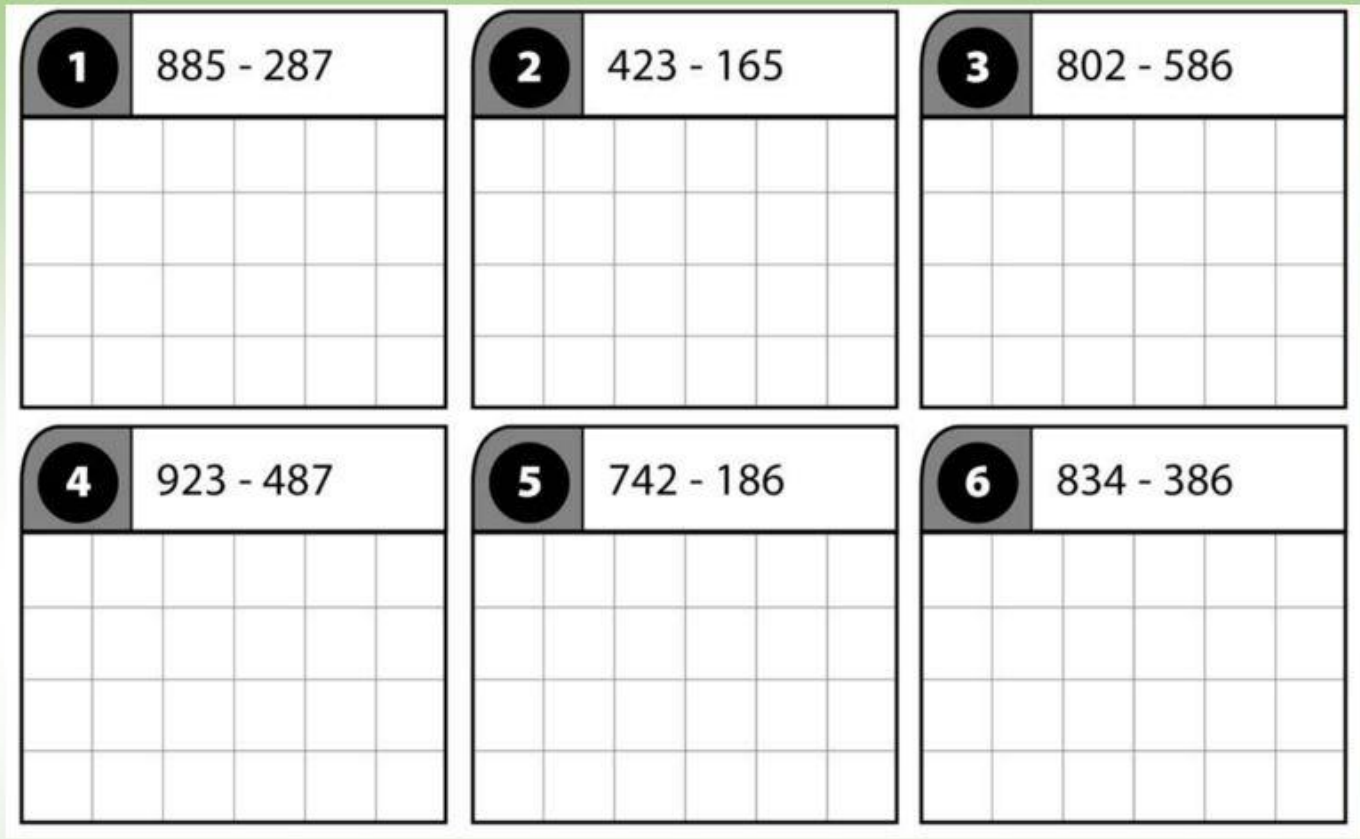
No exchanges:

1	56 - 23
2	438 - 21
3	657 - 200

One exchange:

1	526 - 42
2	734 - 517
3	800 - 256

More than one exchange:



Maths Activity 3: Battle Challenge

736

181

Choose different combinations of robots to add together.

1. Which robots would you choose to create an even score? What score would you have?

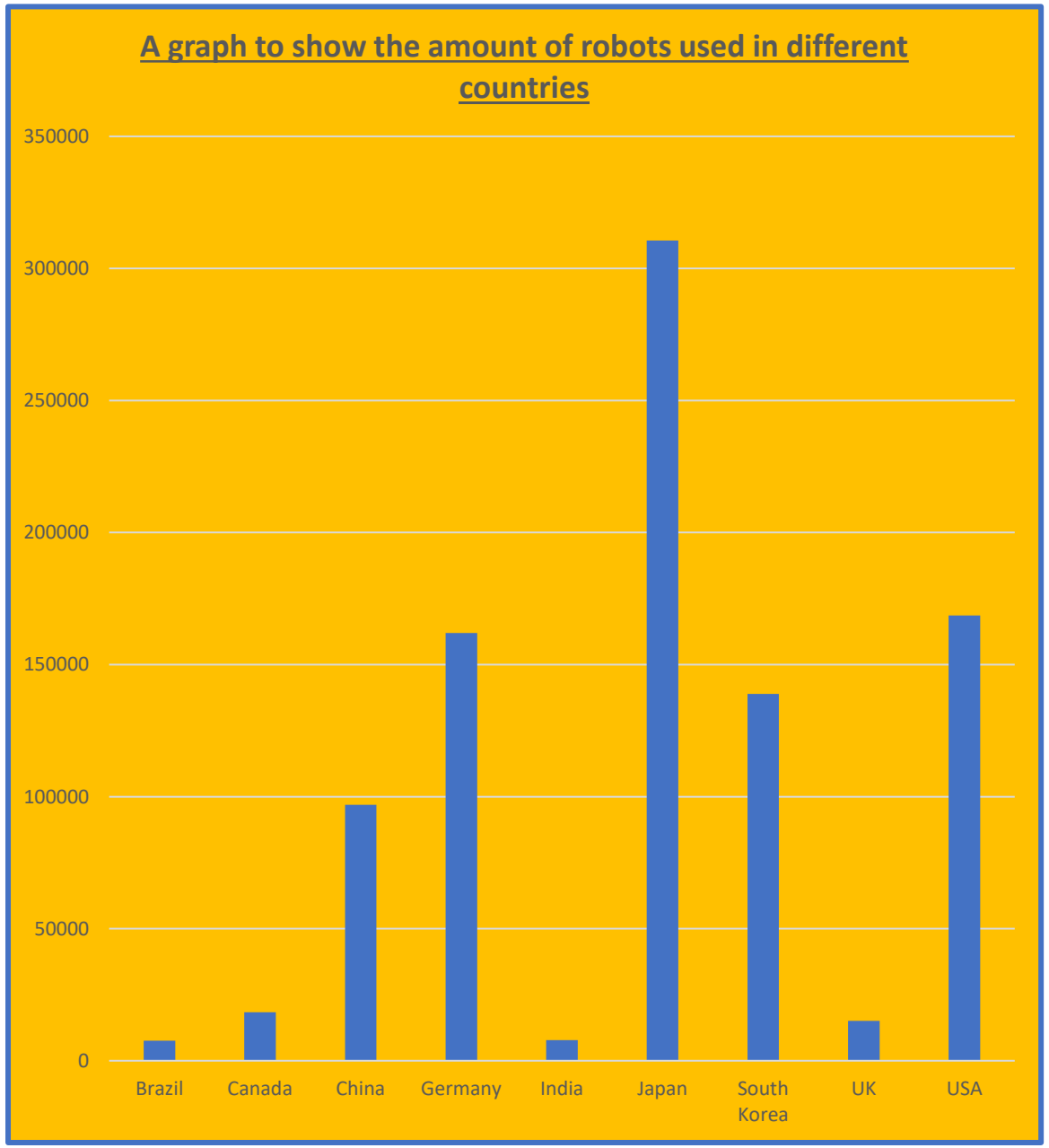
548

382

2. How many other ways can you create an even score?

3. What is the closest score to 1000 you can get ?

History Task: Find the countries from the graph on the world map



Using the data from the graph:

1. Which country uses the most robots?

2. Which countries use similar amounts of robots?

3. Why do you think that there are different amounts in different countries?

4. What surprised you from the graph?

5. State 2 other pieces of information about robots that you can tell by looking at the graph or map.

Wellbeing Activity