

Maths

WALT: Multiply 2-digit numbers using the grid method.

Today we are going to move on to using the grid method to multiply 2-digit numbers. We looked at this before Christmas so hopefully it is familiar! This uses the same skills as yesterday where we partition the numbers first, then multiply and then add the answers together.

$31 \times 4 =$ First we partition 31 which gives us 30 and 1. Now we need to multiply those numbers by 4.
 $30 \times 4 = 120$
 $1 \times 4 = 4$ Now we add those answers together $120 + 4 = 124$. So $31 \times 4 = 124!$

For the grid method, we follow these same steps but we write it into a grid to make it quicker.

$23 \times 4 =$

Partition 23 and write it into the grid like this:

x	4
20	
3	

Now you write your answers in the boxes.

x	4
20	80
3	12

Then add your answers together. $80 + 12 = 92$. So $23 \times 4 = 92$.

Activity 1

Have a go at answering these questions using the grid method. I have started some the first few.

$17 \times 4 =$ <table border="1"> <tr> <td>x</td> <td>4</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>7</td> <td></td> </tr> </table>	x	4	10		7		$15 \times 3 =$ <table border="1"> <tr> <td>x</td> <td>3</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> </table>	x	3	10		5		$18 \times 4 =$ <table border="1"> <tr> <td>x</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	x					
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How do you feel about 2-digit multiplication? Colour in the face.

If you would like more practise, there is an extra sheet. If you would like a challenge, try the questions below.



Challenge/ Extension

Fill in the missing numbers.

__ 6 x 4 = __

X	4
	80
6	

How close can you get to 100?
Use each digit card once in the multiplication.



× =

English

WALT: Compare two versions of a traditional tale

Think carefully about the two versions of St George and the Dragon you have read and heard. You might want to re-watch the Cruz English version and re-read the Ruth Mertten's version. Now what do you notice about the two stories? What is the same and what is different? Think about this, talk about it with someone at home and try listening/ reading the two versions again.

Activity 1

Fill in the chart below with as many ideas as you can think of. Think about the main events, the characters, endings etc.

What is the same?	What is different?

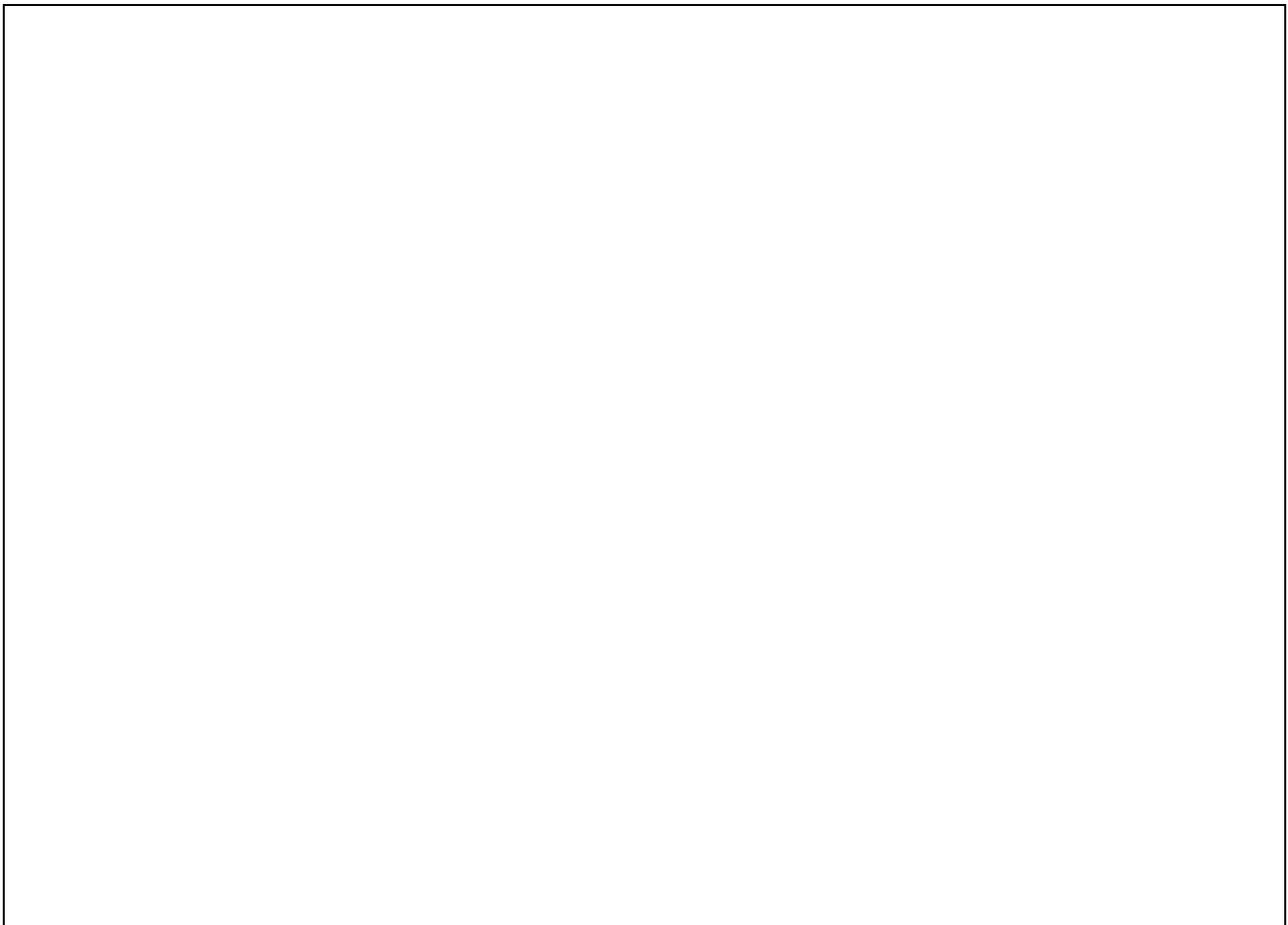
Activity 2

Answer these questions:

1). Which story did you enjoy more? Explain why you preferred it or what you did or did not like about each version.

2). Who would you recommend this story to? Think about who would enjoy each version. Children? Adults? Older or younger? Does someone you know enjoy fiction or fantasy stories? Explain who you would recommend the story to and why.

3). In Mertten's version of the story, there are colourful illustrations to give us a clear picture of what the dragon looks like. In the second version of the story, the dragon is not described in detail, only the swampy lake he lives in. Can you draw a picture of what you think the dragon in this version would look like? Think about where he lives, the things he does, how the other characters react to the dragon.



Mrs Collins' Group

other **money**
mother **cover**
brother **honey**
nothing **discover**
Monday **wonder**

Miss Baker's Group

grate **great**
grown **groan**
plain **plane**
peace **piece**
rain **reign**

Magic Spell Adverbs

Read the sentences and colour in the adverb. The word in the sentence that describes the verb.

- A). He smiled cautiously. b) She frowned angrily.
c) He walked to school quickly. d) Carefully, she looked for her coat.

Now try filling in the blanks in these sentences with adverbs

- a)** She ran _____ down the road.
b) It will be my birthday _____.
c) He wandered _____ home.
d) _____, she had to wrap her brother's present.
e) Her dad was coming to pick her up _____.

Handwriting

Have a go at the handwriting sheet attached. Remember to take your time, use your joins and think about letter sizing. Your ascenders should be taller to the top line and descenders drop below the line.