Monday 1st March 2021

| Maths. |
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WALT: Solve division problems.

Today we are going to practise methods of division. It is important to practise this before we move on to remainders and a written method of division. Remember division is the inverse of multiplication, so knowing your times tables are important and this is the quickest way of solving division problems. Some of the methods we can use to solve division are:

Arrays
Times tables
Repeated addition/ subtraction
Partitioning- splitting larger numbers into Tens and Ones
Written method- 'bus stop'(We will look at this towards the end of the week)

For example to work out $9 \div 3 =$

Array:
We need to split 9 into 3 equal groups and count how many are in each.
Looking at the array below, we can see that there are 9 split into 3 equal groups is 3. So $9 \div 3 = 3$.
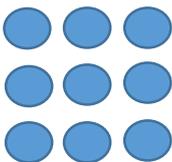
Repeated addition
We need to see how many 3s fit into 9, by adding 3 repeatedly until we reach 9.
$3 + 3 + 3 = 9$ There are 3 lots of 3, so $9 \div 3 = 3$.

Repeated subtraction
You could also take away groups of 3 from 9 to see how many 3s fit into 9.
So $9 - 3 - 3 - 3 = 0$ We can see that 3 lots of 3 were taken away so $9 \div 3 = 3$.

Times Table facts
Look at the 3x table, how many 3s fit into 9? $3 \times 3 = 9$, so $9 \div 3 = 3$.

Partitioning: 2-digit division
For larger numbers such as 2-digits, we can use partitioning to help us. For this you will need to partition the number, then divide and then add those answers together.
For example
$63 \div 3 =$ 63 can be partitioned into 60 and 3
$60 \div 3 = 20$
$3 \div 3 = 1$
Then add those two answers together, $20 + 1 = 21$. So $63 \div 3 = 21$

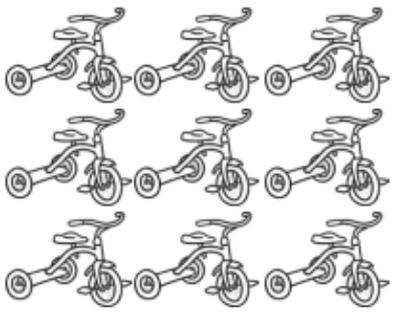Have a go at the questions below, choose a method from above.

1). $15 \div 3 =$	2). $40 \div 8 =$	3). $21 \div 3 =$	4). $16 \div 4 =$

5). 64 ÷ 8 =	6). 28 ÷ 4 =	7). 15 ÷ 5 =	8). 40 ÷ 5 =

If you feel confident, try these larger numbers using partitioning.

9). 48 ÷ 4= 40 ÷ 4 = 8 ÷ 4 =	10). 55 ÷ 5 = 50 ÷ 5 = 5 ÷ 5 =	11). 69 ÷ 3 = 60 ÷ 3 = 9 ÷ 3 =	12). 64 ÷ 4 = 60 ÷ 4 = 4 ÷ 4 =

Challenge/ Extension

1. How many wheels would 9 tricycles have?

2. 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?

3. Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?

English

WALT: Create a story map of a traditional tale.

Today I would like you to retell the story of St George and the dragon, using Ruth Mertenn's version. (attached again for this week). To do this, I would like you to make a story map showing the key events and vocabulary of the story. You will need to draw a small picture for each part of the story and draw arrows to show the direction of the story. For example for the beginning of the story you could draw a picture of the dragon and a house to show the dragon is terrorising the town, and then a few words to describe the dragon. Once you have made a story map, I would like you to retell the story out loud, you could tell the story to someone in your house or read it out loud to yourself.

The key events you should include are:
There was a dangerous dragon who was attacking a town and eating their sheep
The town had to give the dragon a young lady each month to keep the dragon safe.
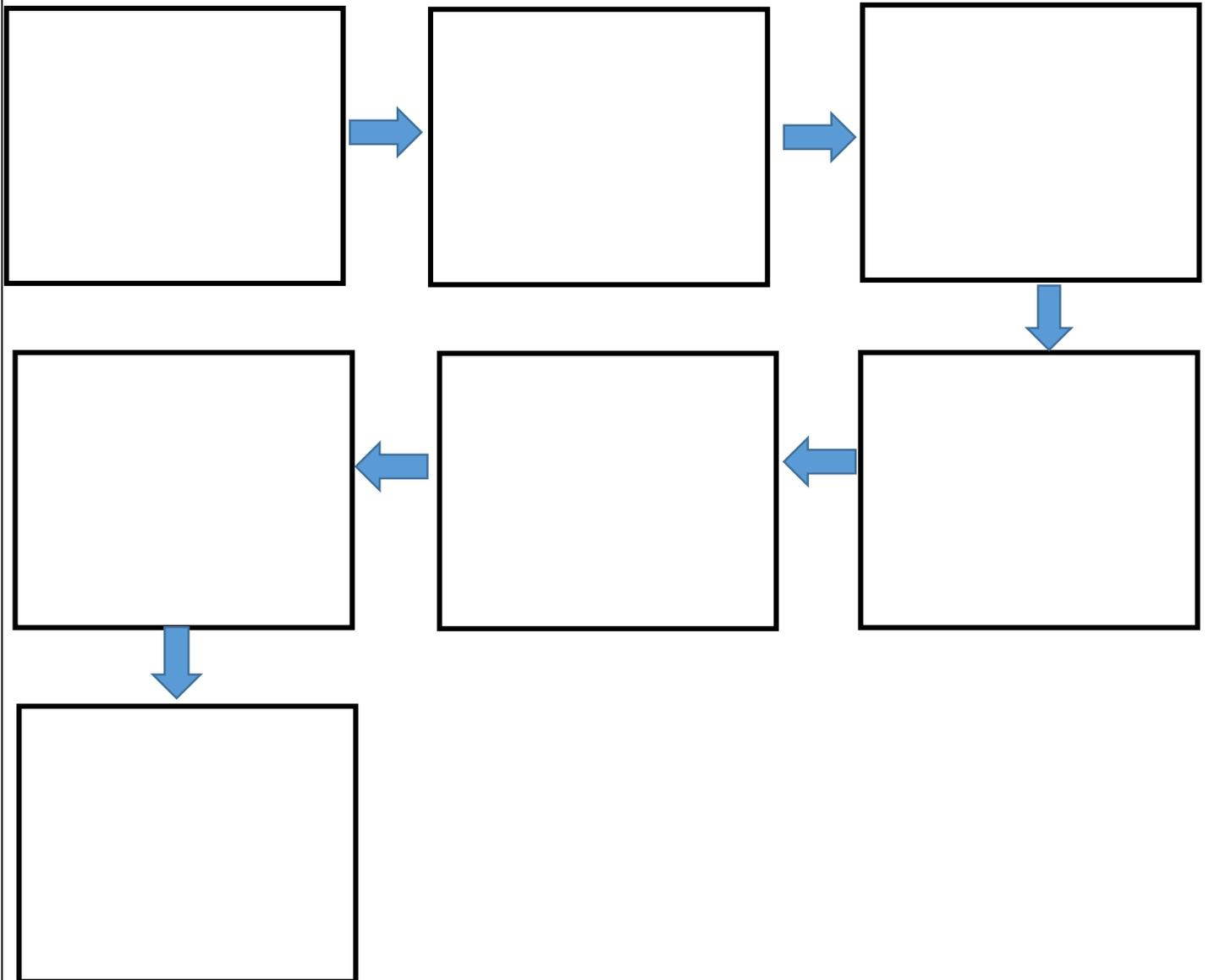They had to give the dragon their healer, which made everyone sad.
St George arrives and offers to slay the dragon and save the healer.
St George defeats the dragon but is injured.
The healer saves St George, the town is freed and they get married.
WALT: Create a story map of St George and the Dragon.

Spellings	
Mrs Collins' Group The /ee/ Sound Spelt with 'ey' key donkey monkey chimney valley trolley turkey hockey parsley journey	**Miss Baker's Group** Scent sent Vain vein Rode road Steel steal Waist waste

Magic Spell Prefix & Present Perfect

Which prefix is missing? **Circle one** for each word.

super auto	hero

super auto	graph

super auto	power

Rewrite the sentence below so that it uses the **present perfect** tense.

You saw that movie lots of times.

Vipers: Vocabulary

Before we read the text tomorrow, read these words and look up their definitions. They are words that will appear in the text. Write down their defintion and then use them to write your own sentence.

1. Shuffling

_____

_____

_____

_____

2. Remarked

_____

_____

_____

_____

3. Perished

_____

_____

_____

_____

4. Eagerness

_____

_____

_____

_____

5. Anticipating

_____

_____

_____

_____

Geography Map Making

WALT: Create a simple sketch map.

Today I would like you to have a go at creating a simple sketch map. Remember a map is a scaled down version of what we see in real life. We can use them to help us find our way. Can you think of any times you have used a map? Maybe at the zoo or on holiday? What do you think maps are useful for?

Activity

I would like you to create a simple sketch map of a journey you often make and know well, such as to the local park, the shop or even to school. Picture it in your mind, then have a go at sketching it out. Imagine you are looking at the journey from above, you draw the map from 'birds eye view'. This is not detailed, just simple shape outlines e.g. buildings would be rectangles. Try and label a few place names such as buildings, post boxes or road names. Use the PowerPoint to compare sketch maps with published maps and then have a go on the template attached.

Try and include

NESW Arrows

Some detail to make the area and route clear

Simple shapes and lines to show roads, buildings, parks etc.

Local landmarks to help identify the route such as a park or shop.

Labels