



**1st March**

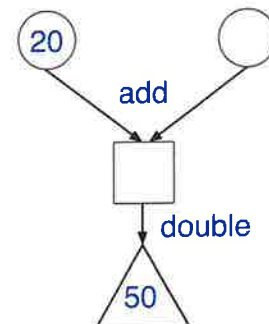
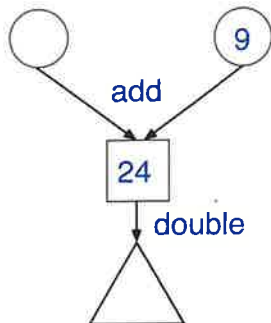
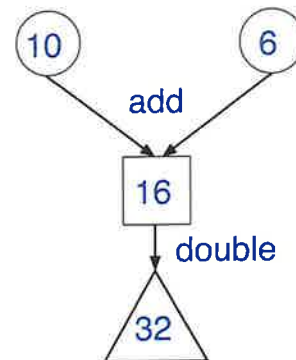
$12 + 89$

$26 \times 4$

In the diagram, the numbers in the circles add together to make the number in the square.

The number in the triangle is double the number in the square

Complete the two diagrams below



Bradley likes pasta, but not cheese.  
 Rebecca likes pasta and cheese.  
 Zainul likes cheese, but not pasta.  
 Frankie does not like cheese or pasta.

Write the children's names in the correct place.

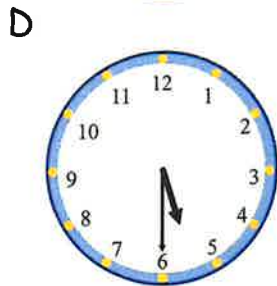
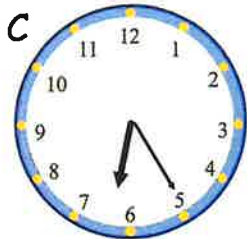
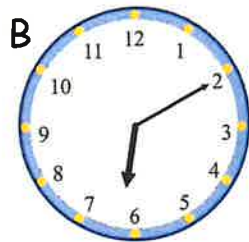
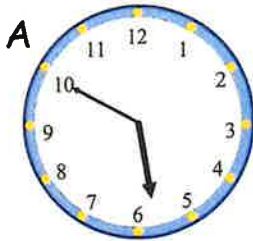
	likes cheese	does not like cheese
likes pasta		
does not like pasta		



**1st March**

$3,232 + 800$

$7 \times 56$



Which clock shows 17:30?

Which clock shows 18:25?

Beth runs 200m on Monday, Tuesday, Wednesday, Thursday and Friday.

How far has she run in total?

Give your answer in kilometres

Vipers

This week we are looking at the VIPER summarise. This involves looking at and thinking about the image and answering questions that discuss what has happened.

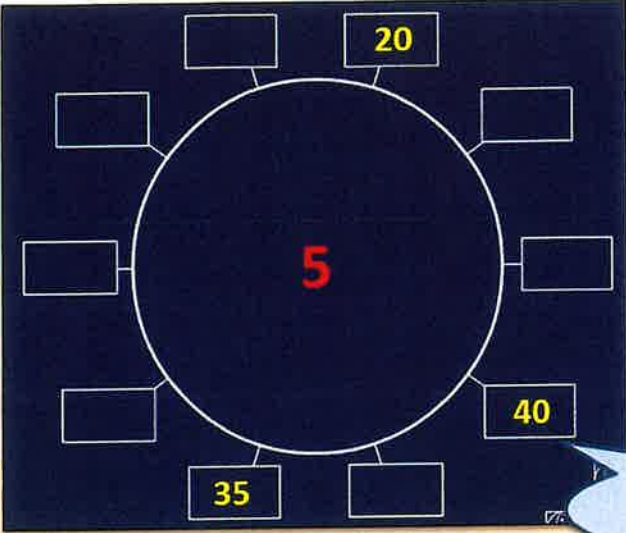


- Describe the water – consider the texture, the colours, the shape, the sounds... Try to use some new vocabulary e.g. undulating, fluid
- What is happening here?
- Is the bird walking on the water? How? Why?
- Is this bird special? Can it fly?
- Do you think this is the first time the bird has walked on water?
- The title is 'I Believe I Can'. If the bird doubted itself, do you think it would still be able to walk across the water?
- How important is self belief?
- Have you ever 'failed' because you lacked confidence?
- Have you ever succeeded because you believed you could?
- What does failure feel like? What about success?
- How do you overcome failure?
- Has anyone ever achieved something other people thought to be impossible? What qualities did they have?

## Teaching revision: Day 1

### Revise all times tables up to $12 \times 12$

Day 1: Revise all times tables up to  $12 \times 12$ .



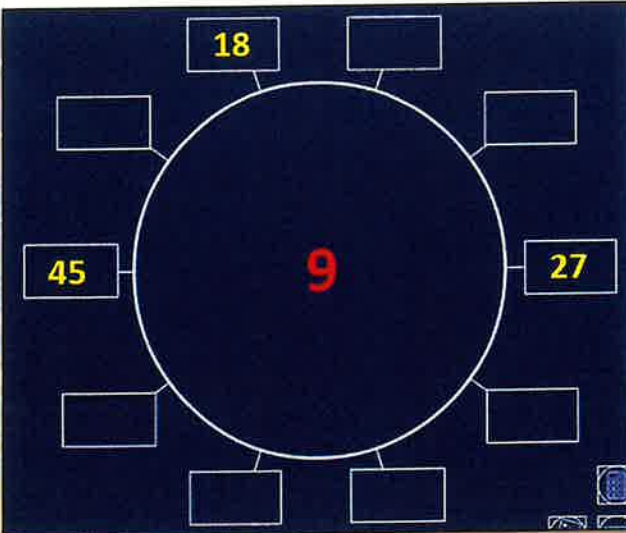
The numbers in the boxes are all in the same times table.

What times table do you think it might be?  
What else could it be?  
What can't it be?  
Why?

What do you think now?

Why must it be the 5s?

Day 1: Revise all times tables up to  $12 \times 12$ .



What times table do you think it might be this time?  
What else could it be?  
What can't it be?  
Why?

What do you think now?

Why must it be the 9s?

## Teaching revision: Day 1

### Revise all times tables up to $12 \times 12$

**Day 1: Revise all times tables up to  $12 \times 12$ .**

What times table do you think it might be this time? What else could it be? What can't it be? Why?

What do you think now?

Can you be sure now?

Why must it be the 3s?

Now choose a practice sheet to suit you.  
You can select Sheet 1 (easier) or Sheet 2 (harder).

# Multiplication and division facts

## Day 1 Sheet 1

Complete the multiplication grid:

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16		20	22	24
3		9	12	15		21	24	27	30	33	36
4	8			20	24	28	32	36	40	44	48
5	10	15		25	30	35	40	45	50	55	
6	12	18	24	30	36	42	48	54	60		
7	14	21	28	35	42	49		63	70	77	
8	16	24	32	40		56			80	88	96
9	18			45	54	63	72	81		99	108
10	20	30	40	50	60	70	80	90	100		120
11	22	33		55	66	77	88		110		132
12	24		48	60	72	84	96	108	120		

### Challenge

Use the grid to complete these division facts:

$$\square \div 5 = 8$$

$$42 \div \square = 7$$

$$11 = \square \div 12$$

$$36 \div \square = 4$$

$$9 = \square \div 12$$

$$110 \div 11 = \square$$

# Multiplication and division facts

## Day 1 Sheet 2

Complete the multiplication grid:

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16				
3				15					30	33	
4	8			20					40		
5	10	15		25	30	35	40	45	50	55	
6								54			
7				35					70		
8	16										
9											
10	20	30	40	50	60	70	80	90			
11											
12	24										

### Challenge

Use the grid to complete these division facts:

$$\square \div 5 = 8$$

$$42 \div \square = 7$$

$$11 = \square \div 12$$

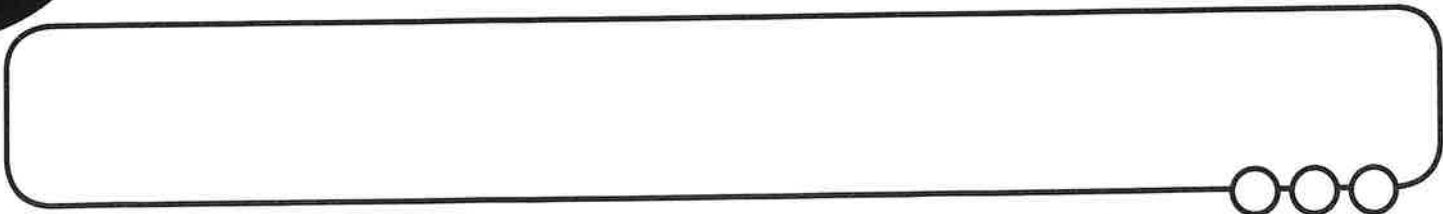
$$36 \div \square = 4$$

$$9 = \square \div 12$$

$$110 \div 11 = \square$$



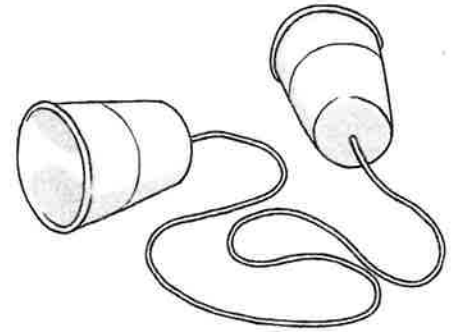
# String Telephone



Make a string telephone to explore how sounds travel over a distance.

## You will need:

- Two paper cups
- A compass or sewing needle to make holes in the cups;
- Approximately 20m length of string (kite string works well).



## What to do:

1. Use the compass or sewing needle to carefully poke a hole in the bottom of each cup. You may need to ask an adult to help you.
2. Thread the string through the holes and tie a knot at each end to stop it pulling through the cups.
3. You and your partner should each hold a cup and move apart so that the string is tight.
4. Take turns talking into your cup while your partner listens in their cup.

## How does it work?

Use the key words below to help you explain how your string telephone works.

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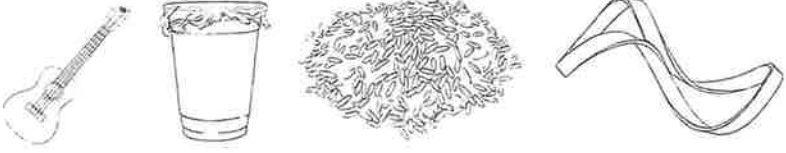
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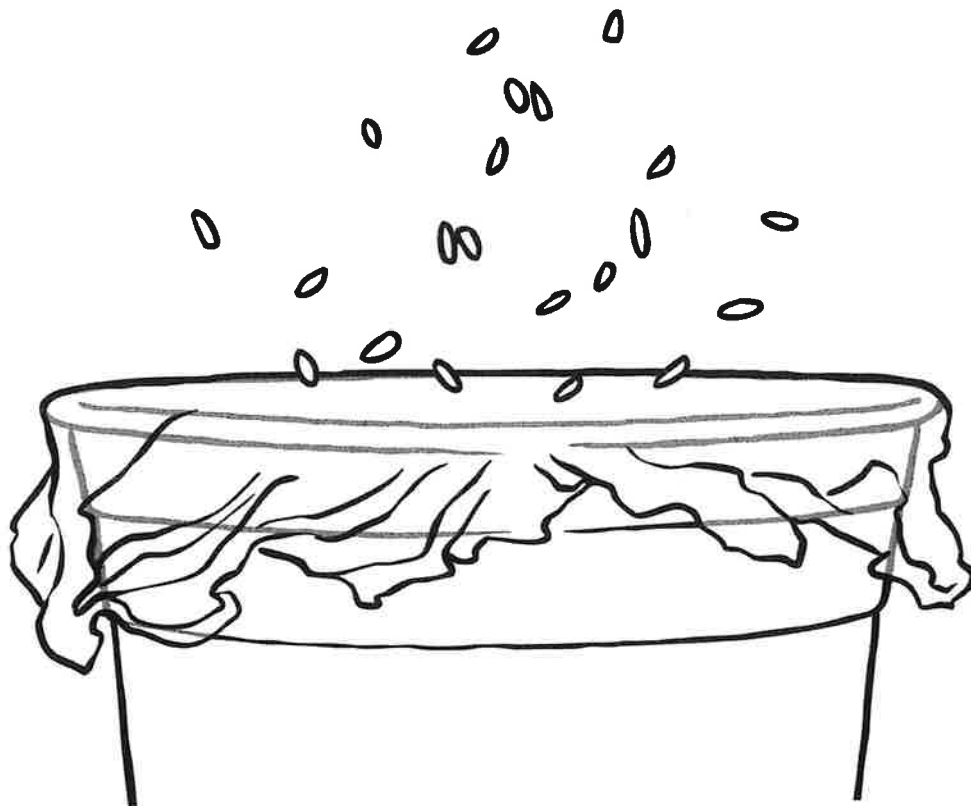
sound	voice	cup	vibrates	energy	string	solid
particles	close	quickly	distance	ear	louder	air



# Seeing Sound

Carry out this experiment to see how sounds are produced by vibrations.

<b>Learning Objective</b>	To explain how sound is produced by vibrations.
<b>Science Unit</b>	Energy and Forces: Sound
<b>Skills Development</b>	Observing
<b>Materials Needed</b>	Glass/Cup Cling film Elastic band Dry rice Musical instrument 
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Wrap the cling film over the top of the glass.</li><li>2. Secure the cling film with elastic bands - make sure it fits tightly.</li><li>3. Put some grains of rice on the cling film.</li><li>4. Play the instrument close to the glass.</li></ol>
<b>Scientific Principles</b>	You will see the grains of rice vibrating on the cling film. Sound is created by vibrations. These vibrations travel through the air as a sound wave.



This week's spellings:

centre

century

certain

recent

experience

sentence

notice

celebrate

ceremony

certificate