

Tuesday 2nd March 2021

Maths.

WALT: Calculate division problems including remainders.

Online resources for today's lesson.

<https://www.bbc.co.uk/bitesize/articles/zgdstrd>

<https://www.bbc.co.uk/bitesize/topics/zm982hv/articles/zr7thbk>

Have a go at these questions to recap yesterday:

$$30 \div 5 =$$

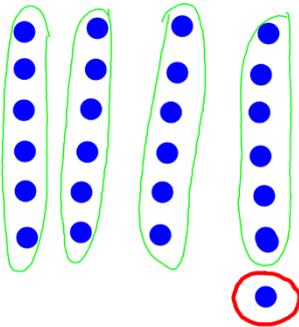
$$30 \div 3 =$$

$$40 \div 5 =$$

$$40 \div 8 =$$

Today we are moving on to answer questions including remainders.

Try this question $25 \div 4 =$ Let's try with an array. Remember, when we divide we need to make equal groups.



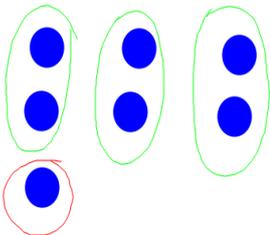
I have split 25 into 4 equal groups, with 6 in each. But I have one left over, a remainder! The number does not divide equally!

So my answer is 6 remainder 1. In maths, we write this as $25 \div 4 = 6r1$
The r stands for remainder.

Let's try another example.

$7 \div 3 =$ We need to split 7 into 3 equal groups. Look at the array below.

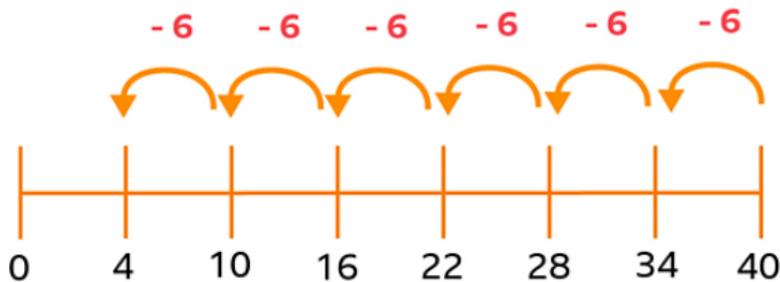
I can split 7 into 3 equal groups, with 2 in each, with one remainder. So my answer is $7 \div 3 = 2r1$.



We can work this out using times table facts too. $7 \div 3$, we need to know how many 3s fit into 7.

$2 \times 3 = 6$ is the closest we get to 7. It is one left over. So $7 \div 3 = 2r1$

You could also use repeated subtraction to work out a remainder. $40 \div 6 =$ Take away lots of 6, which we can do 6 times. We then have 4 left over. So $40 \div 6 = 6r4$



Activity 2

Choose a method that works for you and have a go at these questions

$$46 \div 5 =$$

$$17 \div 8 =$$

$$25 \div 8 =$$

$$32 \div 10 =$$

$$21 \div 10 =$$

$$16 \div 3 =$$

$$15 \div 7 =$$

WALT: Plan our own version of St George and the Dragon.

We now know the traditional tale of George and the Dragon really well. For the rest for this week I would like you to plan and write your own version of the story, from the point of view of the healer/ princess. You can decide what small changes you would like to make, as long as it follows the basic story plan of:

Beginning: A town is being terrorised in some way by a dragon

Build up: A young lady is chosen to be sacrificed to the dragon and St George offers to save her

Problem: The lady is sent to the dragon and there is some battle between the characters and the dragon

Resolution: The dragon is either slayed or maybe changed in some way like the collar? He is stopped.

Ending: A happy ending for the town, the dragon is no longer a threat.

Your lady could be a healer, a princess, a warrior, a prime minster perhaps? The dragon could be stopped in a different way? Maybe he changes his ways, maybe he is slayed. St George could be saved by the lady in some way? Perhaps the lady saves herself and St George? This is your story!

For your plan you do not need to write full sentences! Just ideas, like adjectives, phrases, any speech you would like to include? What kind of characters are George and the lady and the dragon? You can use the template below to make your plan and note down your ideas. You will need to keep this plan to help you write your story in the week. Remember your story will be from the point of view of the dragon.

Story Structure	Your ideas
Beginning/ Introduction Introduce the town, what is happening? Introduce the dragon problem.	
Build up Explain the poor town is attacked by the dragon so has to choose a sacrifice each month. This month is your chosen character: Healer or princess or? St George offers to save her.	

Main Problem

Your character is sent to the dragon. St George arrives to try and save the day. What happens? A battle?

Resolution

The problem is resolved in some way. Your character is freed and the dragon is no longer a threat: Slayed or changed?

Ending

The town is peaceful again and happy, what happens to your character and St George?

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 a/an & direct speech

Add 'a' or 'an' to the sentence below.

As treat, we sometimes take picnic to amazing park nearby.

Underline all the **direct speech** in the sentence below.

“Buster!” shouted Dad. “Come here, boy!”

Vipers: Vocabulary

Today I would like you to read the text 'The Wind in the Willows'. You can read it with an adult at home or out loud to yourself. Chat it through with someone at home, did you notice any words from yesterday? Are there any words you don't know the meaning of and need to look up?
 Don't try to answer comprehension questions yet, this will be Friday.

Science

WALT: Investigate friction.

Last week we looked at push and pull forces and identified how and when we use them in everyday life. We know forces are used to move, stop or change an object. Today we are going to learn about friction.

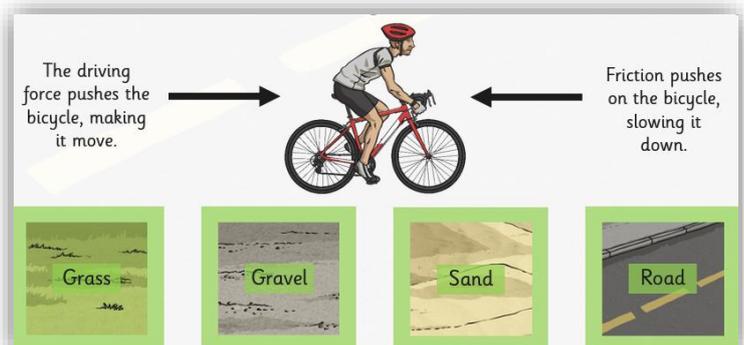
Key Vocabulary	
forces	Pushes or pulls.
friction	A force that acts between two surfaces or objects that are moving, or trying to move, across each other.
surface	The top layer of something.

Friction is a force that holds back the movement of an object. Friction acts in the opposite direction to the movement of the object. For example, a bike. We use a push force to pedal a bike forwards. However friction from surfaces can slow the bike.

<https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs>

Today I would like you to investigate how friction can affect forces. Read the PowerPoint attached.

You need to choose 3 or 4 surfaces available to you at home. This could be carpet, hard floor, concrete, grass, bubble wrap, a t-shirt etc. You then need a toy on wheels.



You will need to use this one toy for each part of the investigation to keep your experiment fair. Remember when we are working scientifically, we need to make sure our experiments are a fair test. You will need to observe your experiment closely and record any changes. I want you to find out which surface caused the most friction.

You will need

- A ramp of some kind at the same height
- A toy on wheels
- 3 different surfaces
- A ruler/tape measure to measure the distance (if not use a book or object to make a good guess)

First you need to make a prediction. Which surface do you think will cause the most friction?

Prediction

I predict that _____ will cause the most friction and the _____ will cause the least friction.

Method

You will need to place your toy at the top of a ramp of some kind (a book) and then let the car roll down on to one of your surfaces. You will need to repeat this 3 times for each surface to ensure an accurate and fair result. Keep your ramp and ramp height the same for each test. Measure how far the car travels for each try and record your results. The further the car travels, the least friction there is acting on your toy. Once you have tested each surface 3 times, compare your results. Which one had the most friction? It will be the surface on which the car travelled the least.

Results

Surface	Distance travelled		
	Test 1	Test 2	Test 3

Conclusion

The surface with the most friction was _____. I know this because

_____.